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An explanation of how children can be encouraged to give service to the school, community, and, if possible, to places around the world is presented.

Services in the school could be promoted such as distributing milk and collecting money, starting a class newspaper, promoting cleanliness, decorating the school, helping with audio-visual materials, having reading services, using the school library, having an art service, developing aids in science, and publicizing community resources.

Services to the community at home and abroad in which children could participate include working for the Junior Red Cross, working for UNICEF, helping the wounded, the destitute, the aged, the handicapped and the ill, and working to improve the home community.

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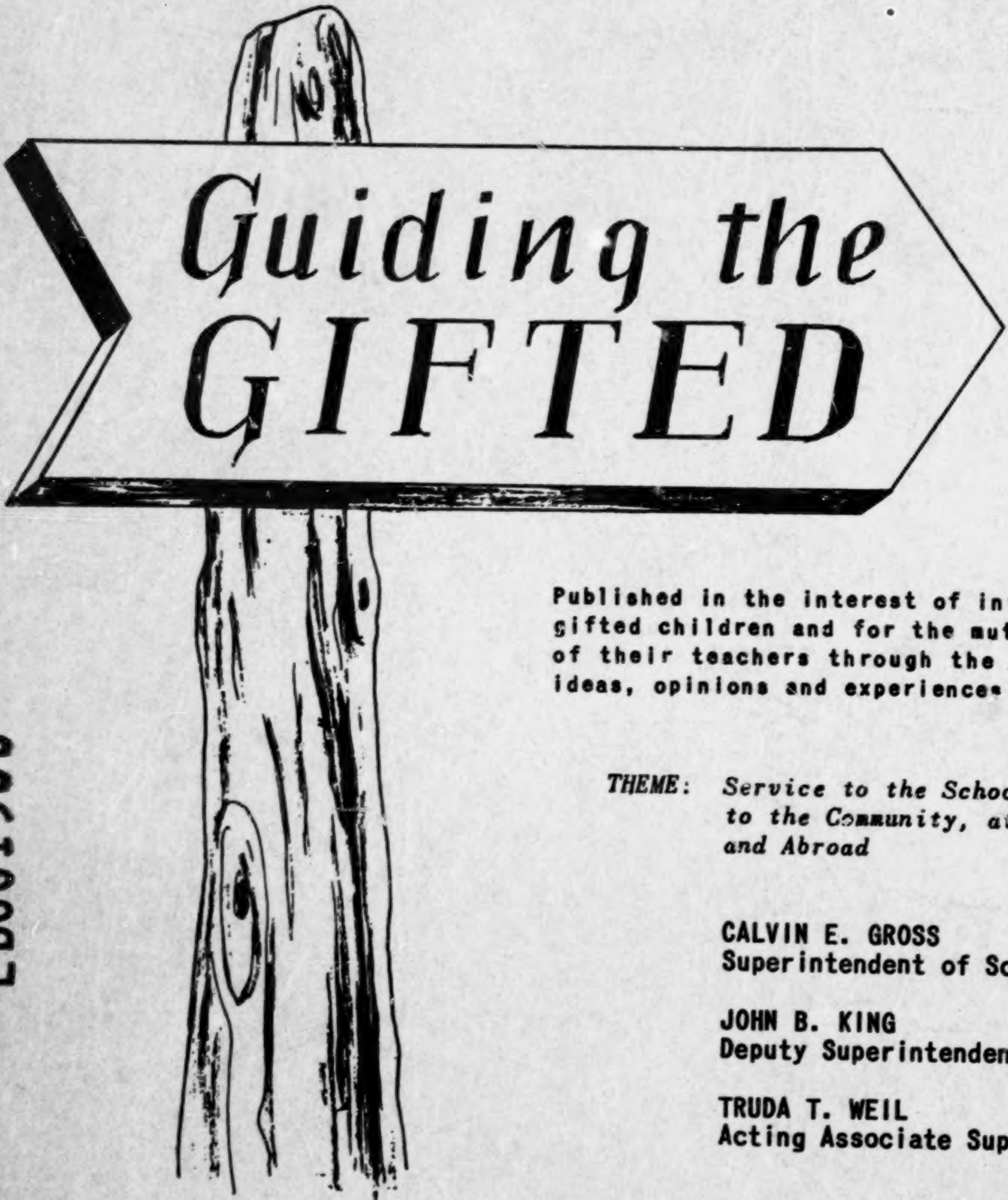

Guiding the GIFTED

Published in the interest of intellectually gifted children and for the mutual benefit of their teachers through the exchange of ideas, opinions and experiences

THEME: *Service to the School and to the Community, at Home and Abroad*

ED001360

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INDEX

Page

Introduction 1

A Teacher's View 2

Service to the School 3

General School Service 4
A Class Newspaper 9
Promoting Cleanliness 13
School Decoration.............................. 17
Helping with Audio-Visual Materials............ 23
Reading Services 32
The School Library 44
An Art Service 51
Aids in Science................................ 55
Publicizing Community Resources................ 58

Service to the Community at Home and Abroad............ 62

We Work for the Junior Red Cross 64
We Work for UNICEF............................. 68
We Help the Wounded, the Destitute, and the Aged..... 74
We Give Thought to the Handicapped and the Ill....... 81
We Work to Improve Our Home Community.......... 92

In Response To... 102

Is This Your Problem, Too?............................. 126

For Our Next Issue..................................... 128

Have You Read? 129

INTRODUCTION

In an address at Vanderbilt University on May 18, 1963, President John F. Kennedy said:

> "The educated citizen has
> an obligation to serve.
> He must be a participant
> not a spectator."

This issue of "GUIDING THE GIFTED" is concerned with Service; with the service that intellectually gifted children are encouraged to render to their school, to their community, and when possible, to places and peoples around the world.

A TEACHER'S VIEW

Miss Norma Freese, of P.S. 173 Queens, has written:

"One of the common goals of education is to teach students to serve their fellow human beings. For the sake of society as well as for their personal happiness, it is necessary for gifted children to use their special abilities in the service of others. The gifted and talented person should be taught that he has a special obligation to serve because he has so much to offer. He should feel that his talents are really gifts, of which he should make the most for the good of both society and himself."

"A child's high intelligence," says H.A. Sturman of P.S. 186 Brooklyn, "must be nurtured and developed if it is to become an asset to himself and the community. Service to others should be a concomitant, if our leaders of tomorrow are to come from this group."

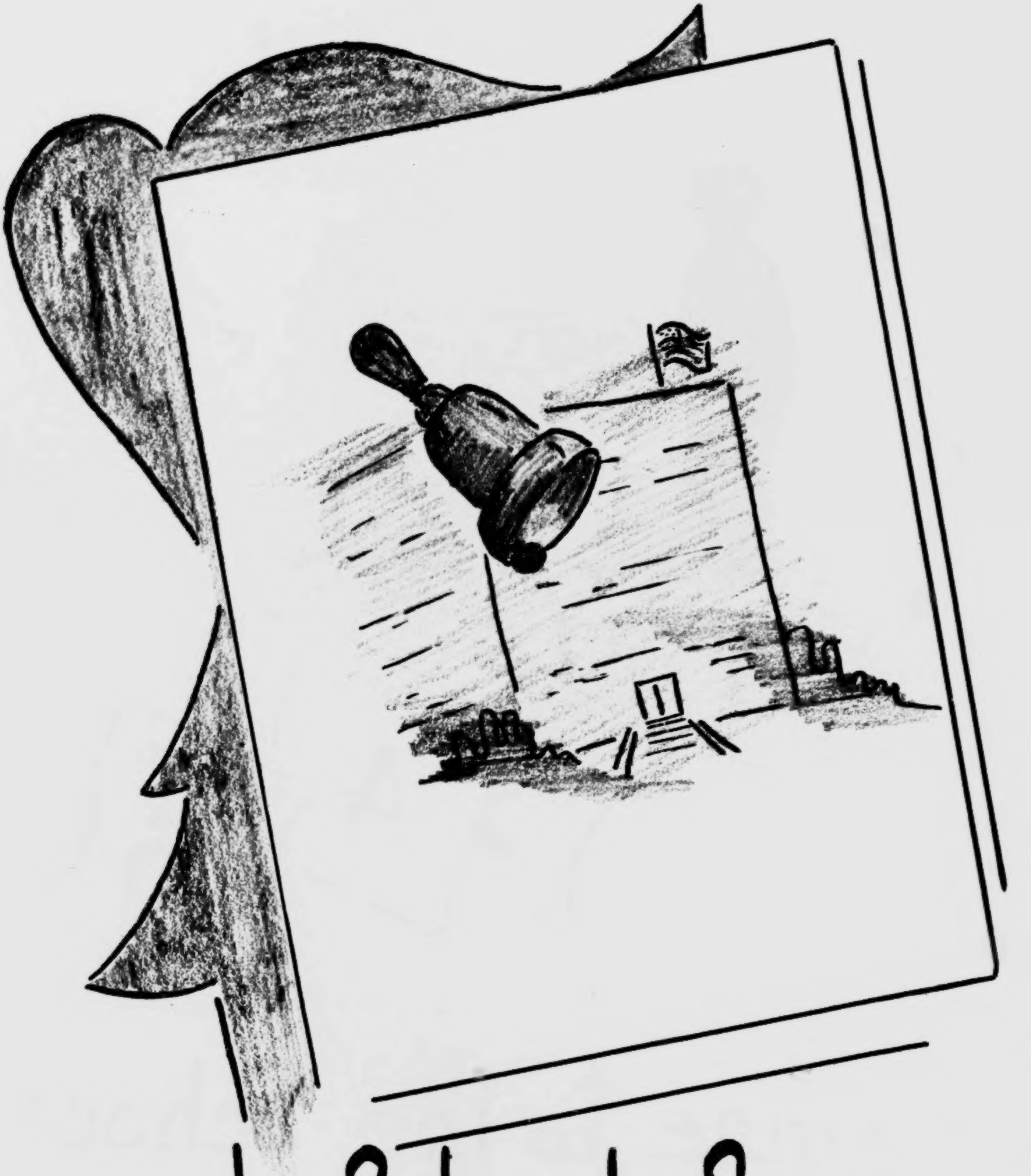
The poet Wordsworth wrote:

"Small service is true service."

Actually, service need not consist of performing great tasks. The important thing is that whatever is done should be done for the benefit of others: faithfully, earnestly, effectively, responsibly.

MOND
1
TUESDAY
2
WEDNESDAY
3
THURSDAY
4
FRIDAY
5

Service to the School



General School Service

GENERAL SCHOOL SERVICE

> Many teachers have noted the innumerable daily routine services that intellectually gifted children undertake. Mrs. Lee Krashes, P.S. 173 Queens, remarks: "Such school services can be effectively accomplished because these children have the ability to initiate, plan, organize and evaluate on a high level."

Sylvia Weiss and Grace Raable, P.S. 55 Queens, report that their fourth and fifth grade IG classes are designated as School Service Groups which have as their objectives:

1. To provide the practical service needed in day by day routines
2. To provide training in civic responsibility and courtesy
3. To afford an opportunity for self-directed discipline
4. To encourage initiative
5. To provide opportunities to establish good personal relations with co-workers and teachers

The following is a representative list of such routine services, as indicated by Miss Alice O'Brien of P.S. 68 Queens, which are quite widespread and which need no further explanation. The children do the following:

1. Act as guides to visitors to the building
2. Act as office helpers

3. Act as messengers on special occasions, for example:

   "The Speyer Animal Hospital visited our school for the purpose of examining children's pets. Parents and friends brought their pets to be examined. My class undertook to deliver the circulars about the pet hospital, to act as messengers between classroom and yard, and to serve as hosts to visiting parents and pets."
4. Assist teachers showing films in the auditorium
5. Distribute science supplies
6. Act as members of the School Safety Patrol
7. Act as monitors for the lower grades, and in the halls and yard
8. Assist in maintaining the school's General Organization by:
   - Planning membership campaign
   - Collecting and recording dues
   - Acting as campaign managers
   - Planning campaign assemblies
   - Preparing ballot boxes
   - Tallying votes
9. Set up the School's Code of Behavior

10. Distribute milk and collect money

    Says Mrs. Judith Stern, Class 4-4, P.S. 178 Queens: "The children have been trained to collect the money, and after it is tallied by parents, prepare a list for distributing the correct amount of milk for that week. Their mathematical ability has been applied to a real and practical situation. They have the opportunity to think for themselves. They feel the responsibility of their position and each child who serves under this program feels rewarded with his accomplishments. Given the opportunity to serve the school they generally fulfill a need for leadership."

11. Undertake duties connected with school banking

    In Miss Daisy Bailinson's class at P.S. 247 Brooklyn, the children of 5-1 organized their own banking team and provided for substitute workers in case of absences. They also assumed the responsibility of training another group of Fifth Graders if 5-1 should be scheduled for a trip. "As a result of giving this service the children have deepened their sense of responsibility and have acquired the habit of saving money regularly," says Miss Bailinson.

Miss Asta Honnen, teacher of I.G. Class 6-3, P.S. 63, Queens, reports that her class has not only developed leadership qualities as a result of this service but has made gains in the area of mathematics and of language arts (oral and written communications pertaining to banking and creative writing for the publication, "School Bank News").

12. Distribute the morning newspaper to all children of the school

a Class Newspaper

A CLASS NEWSPAPER

> For over three months during the winter of 1963, New York City's newspaper failed to be published because of a newspaper strike.
>
> Many intellectually gifted children, recognizing the seriousness of the emergency and realizing the importance of disseminating the news, decided, as a service to others, to collect the news and publish newspapers containing local, national and international news.

"My class," writes Mrs. Ahwanetta Gill, of P.S. 123, Manhattan, "is composed of fifth-grade intellectually gifted children. We had discussed earlier in the term the possibility of publishing a class newspaper.

"When it became definite that a newspaper strike would take place in our city, we talked about the problems that might result from this curtailment or blackout of news. During a social studies period we discussed the importance of newspapers in communication - past and present, and the children decided that it was their responsibility to do something at once to help keep their fellow schoolmates informed of current happenings. We decided to start our own newspaper. We named it the _5-227 Express._

"Next, we planned the types of features we wished to include in our newspaper. We decided to have the following sections prepared by a department or staff of children. Every child would be a member of a department. It was agreed that contributions from other children in the school would be included in our future issues so that the paper would represent a school-wide effort.

The departments or committees we formed are:

- Editorial - in charge of the editorial letter or essay, lay-out of the paper and final proofreading.
- Current News - including local and neighborhood news, national news, and foreign news summaries.
- Class and School News - covering important events of our own class and of other classes.
- Announcements - covering coming events and important notices.
- Criticism - including reviews of books, plays, Higher Horizons programs given at our school, assembly programs given by other classes, recommended television programs and others.
- Science - including interesting scientific events, writings about famous scientists, experiments performed in class, reporting on habits of a particular animal, insect, etc.
- Fun Page - selecting from the children's original games and puzzles the ones which are to be included in the paper, reprinting known jokes and trying to make up their own.
- Interviews - including in an "Inquiring Reporter" column interviews with students and/or teachers and supervisors on a selected theme for that issue.
- Creative Writing - consisting of original poems and stories.

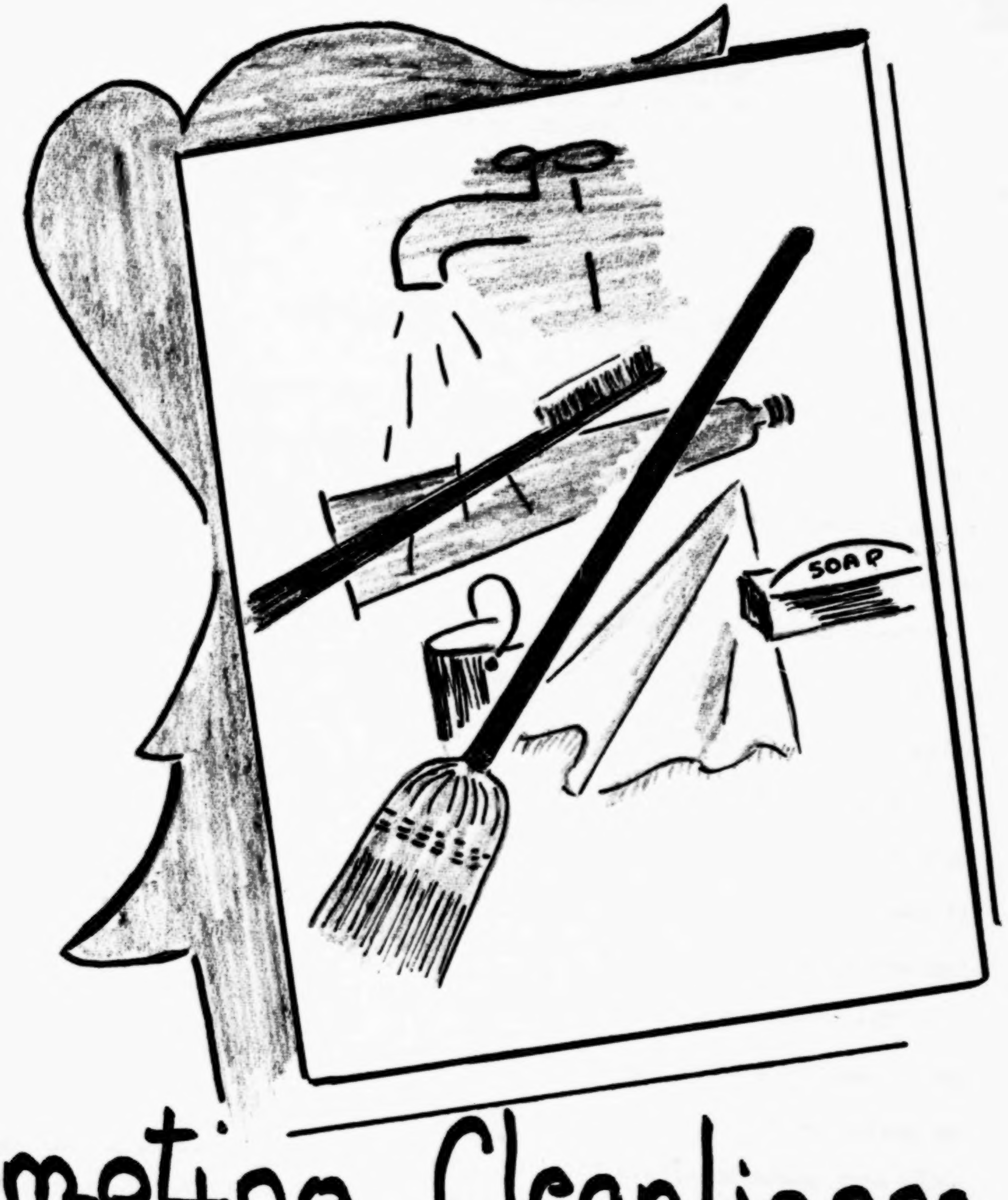
"After the children had, with careful teacher planning, organized departments and selected the one in which they wished to work, each group met during the week to compose or select, proofread and compile their material. We read books such as "I Work On A Newspaper" by Henry B. Lent.

"From time to time, we rotated our staff so that children might have varied experiences in their work on a newspaper.

"We were very happy with our accomplishments for not only did the children derive enjoyment and satisfaction from using the skills they had learned but they also became more aware of the importance of working cooperatively. In addition, the children experienced a feeling of joy in that they were able to serve their fellow students who wanted and needed the news."

"CLASS 5-4 ROCKET"

Miss Sara L. Wolfson's fifth-grade class in P.S. 31 Bronx called its newspaper the "Class 5-4 Rocket." Says Miss Wolfson: "My children were delighted by the reception given to the newspaper throughout our school. We received innumerable letters of thanks for the service we rendered, and many expressions of opinion regarding all departments of this newspaper."



Promoting Cleanliness

PROMOTING CLEANLINESS

Maintaining a clean school is a cooperative enterprise, but it may require, from time to time, developing an awareness of and a desire for it. Intellectually gifted children,recognized as leaders among their schoolmates, may exert a strong positive influence.

"KEEP OUR SCHOOLS CLEAN" CAMPAIGN

Miss R.M. Root's 4th grade class in P.S. 241 Brooklyn rendered significant service to their school when they actively and enthusiastically involved themselves in a school-wide clean-up campaign initiated by their principal.

"Every member of the class was on the squad which was formed to make our school and community better places in which to live; we wanted an attractive, clean school.

" No one questioned whose pencil, paper or crayon was on the floor. Each child felt it was his privilege to pick up waste material and throw it away; and anyunclaimed article of value was placed in a "Lost Articles" box and could be claimed by its owner at a later date.

"The results were gratifying since this feeling of pride in our school and community quickly spread to other classes that had been a little slow to participate in the campaign. The trash cans in the basement were piled high with waste materials that had been collected during the school day. The children could readily see that the custodian's work was made easier and they were pleased to see a neater school.

"This same enthusiasm inspired them to extend their services to the community. Each child became a sanitation deputy and promised not to add one single piece of trash to our city streets.

"The campaign was culminated during an assembly period. Class 4-5 presented a safety program, high-lighted by a showing of the children's own colored lantern slides. An accompanying commentary which had been written by one of the children and previously taped was played at the same time. It was appropriately called "Sweeping Beauty" or "Carol Clean-up Sweeps Again."

"Two representatives of the Department of Sanitation who had come to speak to the children about the city's sanitation problems were impressed with the children's enthusiasm and the excellent results of their campaign. They borrowed the slides and tape to use in their Training Center. These materials were used by them; and we were told that they were as effective as the films hitherto used by the representatives in their talks with school children.

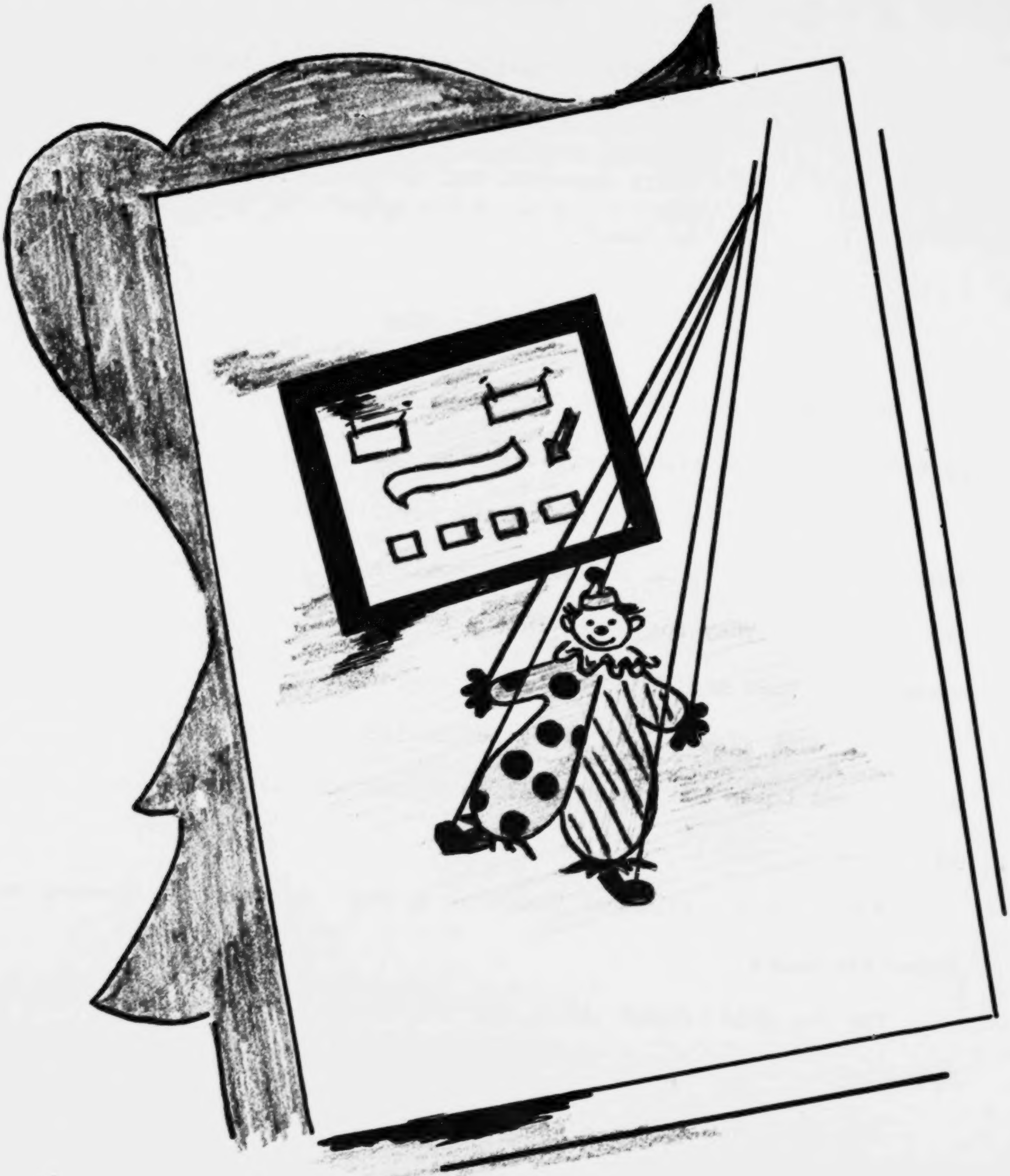
A fifth-grade class in P.S. 214 Queens also planned to put forth a united effort to improve the appearance of their school. "My pupils," said Miss Sylvia L. Vogel, "discussed ways and means of motivating a school-wide campaign to improve its appearance.A plan to patrol the school and remind schoolmates not to litter the grounds met with resistance and some resentment. Finally, the class suggested that the problem might be handled more efficiently by the G.O., of which I am Faculty Advisor.

"Our G.O. representative presented the suggestion at a general meeting of the G.O. The membership received the idea favorably and pledged its whole-hearted cooperation. Our next meetings were devoted to the planning of a school-wide campaign. This included class lessons, a poster contest, a code of behavior and a student court to hear complaints about pupils who broke the rules. The faculty of the school preferred its assistance. "Cleanliness in the School" was the topic for lessons in language arts, oral and written. An art lesson on the principles of good poster design was devotedto the same theme. The best posters were submitted to the G.O. for evaluation.

"One G.O. meeting gave its members the bases for judging the posters. The elements of good color, space division, interest and appeal were carefully studied and four posters were chosen as those best presenting the theme of the campaign. The posters were placed on display in the main corridor of the school and the artists received awards.

" The campaign swung into action: Each G.O. representative is the Clean-up Officer for his class. All infringements of rules are reported to the nearest teacher and the wrong-doers are requested to report before the G.O. Assembly. The officers sit as judges and act as attorneys. The general membership acts as jury. A system of fines has been worked out, and these are imposed according to the judgment of the group. So far, there has been only one case in which a pupil repeated an offense.

"As the machinery of the court begins to operate more efficiently, we hope to extend our efforts to the community with the same success.



School Decoration

SCHOOL DECORATION

Closely connected with clean-up campaigns which have as their goal the changing of children's attitudes toward their school, and the heightening of children's pride in their surroundings, is the selection of a specific area in the school for decoration or beautification.

OUR LIBRARY DISPLAY

Mrs. Oxman, P.S. 89 Queens, describes a service project undertaken by her sixth-grade class, involving the decoration of the school library.

When the problem of redecorating our library was presented, my class felt that each group in the school should have a voice in the selection of the art work. They suggested that they canvass the school for title of books or stories most beloved by our children.

When each grade level had voted on its favorite story or character, a tally was taken and representative characters for each grade group were selected.

The 6th grade selected "Sherlock Holmes" to cover all mystery and detective books.

The 5th grade chose "Jason and the Golden Fleece" to represent mythology.

The 4th grade - "The Wizard of Oz."

The 3rd grade - "The World of Pooh."

The 2nd grade - "Peter Pan."

The 1st grade - "Pinocchio."

The Kindergarten - "The Three Bears."

"Committees explored the ways and means of best representing these books and finally agreed upon papier mâché figures standing before an appropriate backdrop. A committee divided the six figures among themselves for construction purposes.

"Another committee engaged in research for appropriate scenic backdrops.

"The class felt they should present this collection when completed, as a permanent decoration to our school library. It would be a gift from them and would represent their service to the school.

A PATRIOTIC DISPLAY

Miss Catherine A. Brenner's fourth-grade class at P.S. 71 Bronx, planned and executed the February display for a 21-foot bulletin board in the main entrance of the school.

As expressed by Miss Brenner, the project had a three-fold purpose:

1. To produce a pleasing, decorative addition to our main corridor as a class service.
2. To stimulate interest in a patriotic effort which would give rise to extensive enrichment in the field of social studies.
3. To present information about our American heritage to other classes in the school as a service from Class 4-7.

Many exciting activities were involved in planning and completing this project. For instance:

a. In Language Arts - Oral Discussion

What particular phases of our history should be included? Class discussion of the outstanding events from the time of the American

Revolution to the present day led to the choice of six important eras to be emphasized and represented. The word "liberty" was the keyword and suitable quotations were chosen to identify each period:

The American Revolution - "First in War, First in Peace."

The War of 1812 - "What so proudly we hailed."

The Civil War - "With malice toward none."

The First World War - Tomb of the Unknown Soldier -

"Valor, Victory and Peace."

The Second World War - "By the dawn's early light" (Iwo Jima)

The Present Day - "Don't ask what your country can do for you."

Children chose the particular era in which they preferred to do research. Committees were organized.

Oral reports of individual and group readings were given by the children.

Trips to places of historical interest were described by the children. Souvenirs and pictorial materials were shown of the following:

Independence Hall
The Liberty Bell
Washington Monument
Lincoln Memorial
Jefferson Memorial
Mount Vernon
Artlington National Cemetery

The children discussed the art to be displayed:

1. What should our center of interest express?
2. What paintings would best picture our ideas?
3. What color schemes would be a happy choice?

These were all part of our preparation period.

b. In Reading

Extensive reading was done by each committee. Children shared their books. A bibliography was prepared.

Children cooperated with one another by bringing books from home and procuring library books that might be helpful to others.

c. In Written Expression

Creative writing in connection with each period was done by the children.

Effective titles were chosen for compositions such as They Kept It Ringing, We Do Declare, Free Men All, The Mist Gave Way to the Dawn, Three Victors Reach the Goal, A Flag Enshrined.

Children also wrote some interesting poetry in connection with this study of which the following is an example:

THEY DID IT - SO CAN WE

They made a declaration
For all the world to hear
That thirteen little colonies
Would not be downed by fear.

They framed a Constitution
One all their very own
The Grand Old Bell proclaimed it
In strong and joyous tone.

Great Patriots fought to make it
The land of Liberty
It's up to us to keep it
The home of the brave and free.

d. In Mathematics

Children measured the length and height of the bulletin board.

They figured out the size of the respective paintings.

They planned, to scale, the central background mural of Independence Hall.

They measured and mounted the paintings and compositions to be displayed.

e. In Art

The paintings included:

Panels depicting the signing of the Constitution and the Declaration of Independence (with parchment copies of the original documents).

General Washington at Yorktown.

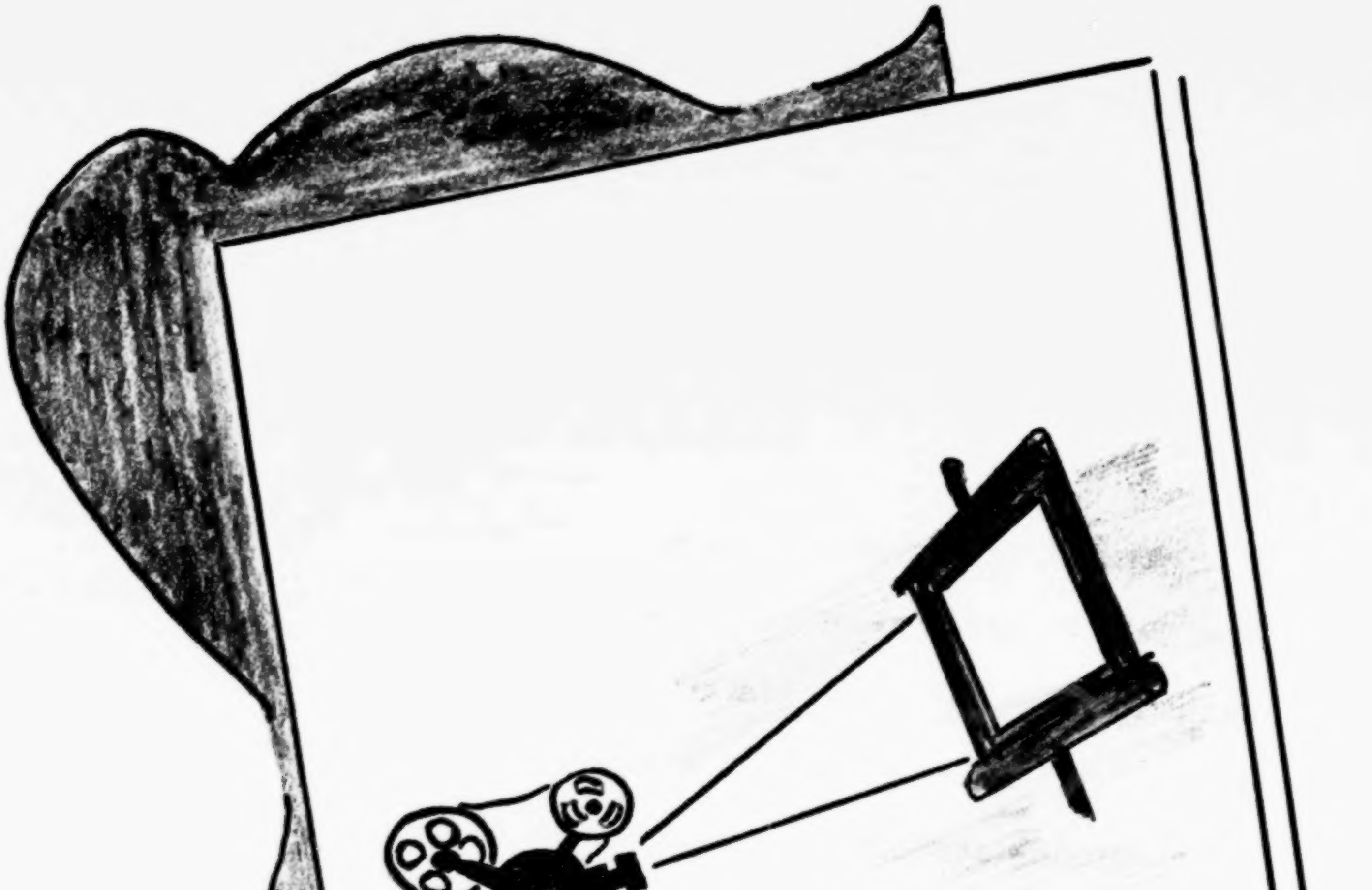
The siege of Fort McHenry.

The Lincoln Memorial.

The signing of the Emancipation Proclamation.

The Tomb of the Unknown Soldier.

The children worked seriously and diligently on this project which, when completed, aroused enthusiastic and appreciative responses from all the children in the school, and had the effect of imbuing the school with new spirit. This was indeed a service rendered and enjoyed by all the children of the school.



Helping with Audio-Visual Materials

HELPING WITH AUDIO-VISUAL MATERIALS

> Audio-visual materials are important sources of learning. To be effective, they must reach all the children in the school; they must be catalogued, organized, easily available and efficiently distributed with the least possible waste of time.
>
> This is the service which many classes of intellectually gifted children undertake.

A VISUAL AIDS BUREAU

"One of the greatest responsibilities of an educator," remarks Miss Rose E. Sanders, of P.S. 200 Queens, "is to guide the intelligent child to an awareness of his ability to serve. With this in mind, I decided to lead my class in the direction of effective school service.

"During several class conferences on the subject of service, we arrived at the conclusion that both the served and the server benefited from acts of service. The latter became enriched not only through giving, but through the many learnings and experiences involved in making the service effective and worthwhile. It was then that I invited the class to share in the exciting adventure of becoming a Visual Aids Bureau for P.S. 200. While the interest was high it was necessary to emphasize the fact that such a Bureau could operate only if real cooperation existed. Questions came in rapid order:

> What does the Bureau do?
>
> How much time will we serve?
>
> Where are materials kept?
>
> What kinds of equipment would we be handling?

What grades would we serve?

What rules must we observe in handling film strips, projectors and screens?

How can we know which film strips are needed?

What technical knowledge must we have?

What safety factors must we keep in mind?

Would there be any pupil directors?

"In the course of several discussions all of these questions were answered and many more arose. On the whole, the class was eager to be given this opportunity to serve their school. They wisely realized that much team work would be necessary.

"I conducted several workshop sessions during which the class learned about the film strip, library, the system of storage, the operation of the projectors, the handling of screens, the records that must be kept, and the ways of avoiding accidents.

"It was gratifying to see how well the children absorbed the many facets of this program and how willing they were to give extra time early in the morning to perfect their skills.

"The class was then asked to volunteer for the various phases of the project as well as to offer service when substitutes were required. When the plans and schedules were completed we felt that we had a perfect working arrangement. Every child in the class had a job that he or she was eager to tackle.

"The Bureau has been in operation since October, and because we have had many contented clients, we feel that we have been successful. The children have shown splendid growth in carrying out their responsibilitie They have learned the many social graces so necessary when dealing with other children and teachers. They have shown resourcefulness in substituting equipment or film strips when necessary. They have gained a tremendous respect for property and its care. They have evolved their own charts to keep their records and they vigilantly check to see that all materials are returned. They are conscientious beyond belief and often come in very early to look over records, make fresh charts for their records, or help me examine film strip for needed repairs, etc.

"We hope to continue this worthwhile project of school service."

Miss E.M. Wrenn's class was involved in the same kind of service.

"My children," she writes, "have experienced deep feeling of satisfaction because they know that their services are wanted and appreciated."

WHAT'S THIS FILMSTRIP ABOUT?

Mrs. Mildred Schwartz, Class 6-5, P.S. 64, Bronx, describes another service project connected with visual materials, particularly Social Studies and Language Arts filmstrips:

"My class is in charge of the distribution of all Social Studies and Language Arts filmstrips for the school.

"It occurred to us that many teachers might be unfamiliar with the subject matter of some of the filmstrips.

"We therefore initiated a program which we felt would be helpful to the teachers in our school.

"After we watch filmstrips in class, the children write a report in which they state the name of the filmstrip, give a resumé of the material shown, and offer their opinion concerning the type of class and grade for which this material would be most appropriate.

"In addition the children formulate questions for each filmstrip. The questions may be simple or factual; or they may be more penetrating, with a view to encouraging further research.

"I select the best reports and questions which are then rewritten and placed on file.

"The children also do their own research on the topics taught in the filmstrip. They indicate the titles and authors of books which contain further material on the subject matter of the filmstrip, as well as the specific pages where this information may be found.

"A child compiles this material for a bibliography for each filmstrip.

"We are now planning another project relating to the organizing of a picture file. The children look through magazines and newspapers for pictures and articles which will give the teacher additional information to reinforce a filmstrip lesson.

"In summary, therefore, our hope is that when a teacher sends for a filmstrip she will receive with it:

a) a resumé of the filmstrip.

b) a list of questions she may ask her class as a culmination of the lesson.

c) a group of pictures and articles she may show the class to enrich the lesson.

d) a bibliography of material she and the class may read for further information.

The values attached to this project are as follows:

1. We are offering teachers information on the filmstrips, which will help them determine if the material is appropriate for their class.
2. We are preparing a bibliography for each filmstrip giving teachers an opportunity to do further reading on the topics they will be offering their classes.
3. The children are gaining practice in writing resumés and organizing and condensing facts into a brief and precise report.
4. In making up original questions the children are developing the ability to penetrate the heart of the material shown and to extract its essence. In addition, they are learning to look beyond the material given for its meaning and to see its relationship to other subjects.
5. Because of their extensive reading and because of their willing service, the children are being immeasurably enriched.

Many variations of and additions to this very important type of service have been presented by teachers.

Miss H.A. Sturman, P.S. 186 Brooklyn, notes that the task of bringing order to the school's record library fell to her. The problem was presented to her class: "How can we best serve our school, so that maximum use may be made of these valuable materials?"

"The children placed the records into categories,set up a system of code numbers, arranged the materials with cross references, and enlisted the help of mothers to type and mimeograph the list.

"The children have undertaken a number of important jobs which they perform efficiently and effectively. They receive orders from teachers, and deliver and collect records; they help care for the record players; purchase needles when necessary; read about new recordings and suggest those most suitable for the school; and in innumerable ways perform a task that brings satisfaction, pleasure and new learnings to all the classes in the school."

Miss Vivian M. Cassidy, P.S. 135 Queens, mentions, among other things, that her sixth-grade class assists her in the recommendation of new films to be ordered. "Together," she indicates, "we peruse the distributors' catalogues and then discuss the value, grade appeal and appropriateness of the listed materials. Price is also a consideration," she adds;" and it is always weighed against the value of the films."

"The children also assume the task of drawing up a requisition sheet which requires a full and careful tabulation of the title, number, distributor and cost of each film."

"Thus," concludes Miss Cassidy, "began an ever-challenging service by a group of young people whose clear thinking, good judgment and eager spirits have made our school a little better for having had them as members of its great family."

From Miss Florence Levin, teacher of the fifth-grade IGC, P.S. 91 Brooklyn, comes this report of an important school service:

"Many New York City schools avail themselves of the lending facilities of the Museum of Natural History. In P.S. 91, Brooklyn, my 5th Grade IGC class took charge of the circulation of these exhibits.

"With the help of the children I chose and ordered the exhibits at the beginning of the year. Usually they were Nature Science specimens or geological, astronomical and anthropological exhibits.

"When the exhibits arrived, I organized volunteer committees of students who were particularly interested in these materials. The members elected a chairman, under whose direction they divided the work, did research, pooled information and prepared a report. The research was done from the classroom encyclopedia, from home materials, and at the public library.

"The reports were first presented to our own class where they were evaluated. Suggestions as to additions and deletions were made, and followed through. Finally, a schedule was set up of classes whose teachers had requested specific reports. Appropriate changes were made in the reports as they were presented to primary or intermediate grades. Sources of information were mentioned, and the report was followed, in each room, by a question and answer period.

"The children in my class took a great deal of pride in these presentations and in their ability to modify the material to suit the age and the ability of the audience. The committee members gathered a good deal of information and had much practice in doing research. Their experience in a variety of classrooms was instructive, and they understood the importance of audience response and attitudes.

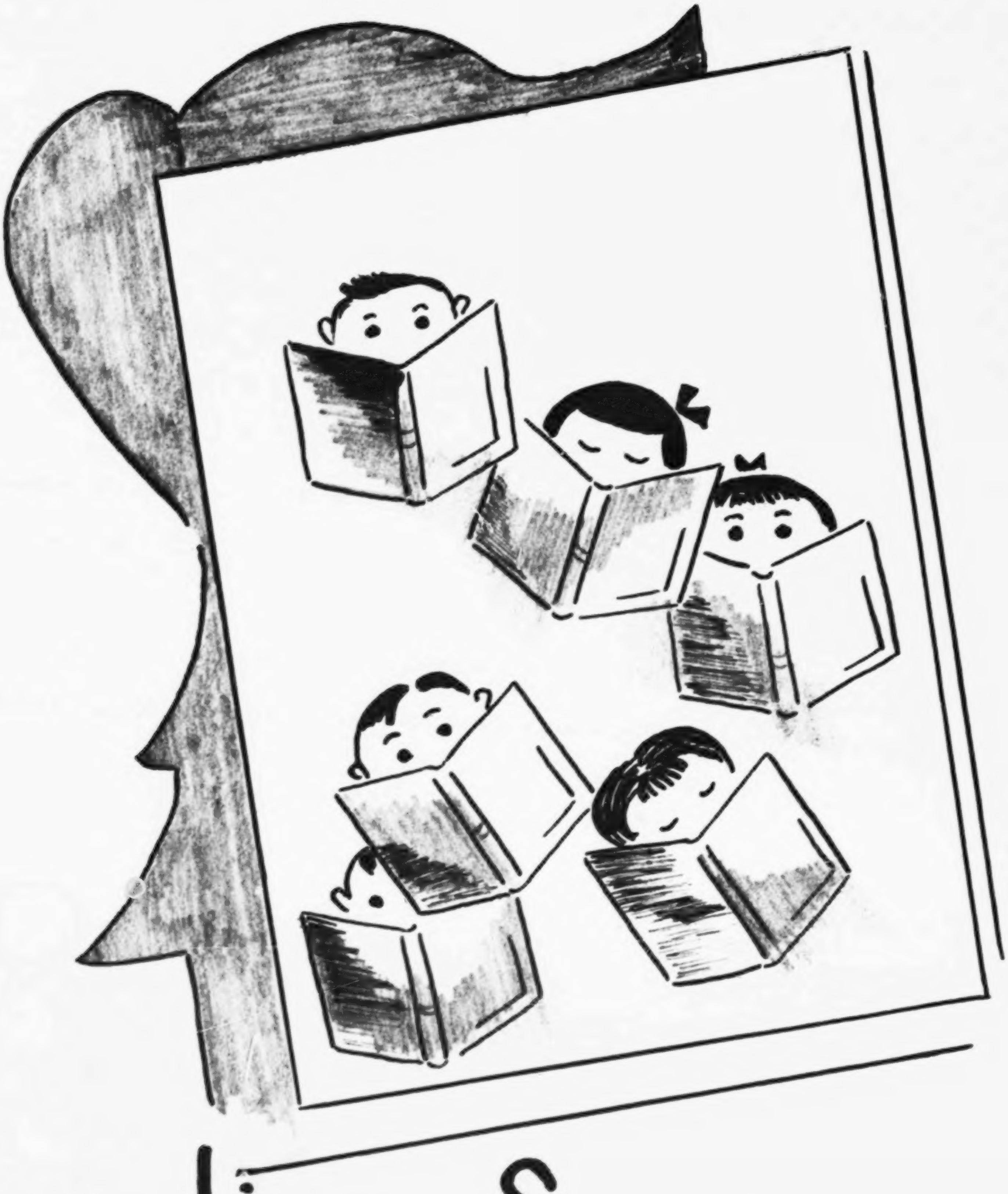
"As a result of this school-wide activity on the part of my children, the museum exhibits were well-utilized and circulated. From the other classes of the school and from all the teachers we received many appreciative comments for a service ably and wholeheartedly given."

Mrs. T.S. Gastwirth, P.S. 220 Queens, mentions still another service in the area of audio-visual instruction. She reports that her class has assumed the task of storing and labeling tape recordings made by all the classes of the school, and assists in demonstrating the use of the tape recorder to all teachers.

MAKING A MOTION PICTURE FILM

"My class was involved in the making of a film entitled 'Directed Physical Activities', with the cooperation of the Bureau of Audio-Visual Instruction. The main objective of the film," remarks Mrs. A. Beretz, teacher of Class 6-1, P.S. 9 Brooklyn, "was to acquaint new teachers with simple techniques for organizing their physical activities period."

As a result, the children developed sportsmanship and teamwork; they were involved in a memorable experience; they were doing something for the benefit of others.



Reading Services

READING SERVICES

A large number of service projects in the field of reading have been well-planned, and carefully and enthusiastically carried out with a feeling of unselfish dedication. The results have been mutually enriching.

HELPING FOURTH GRADERS TO READ

"A project utilizing the abilities and interest of gifted sixth-graders proved of valuable assistance in our reading improvement program for fourth graders," reports Miss Anne Jacobson, Class 4-2, of P.S. 200 Queens.

"It was launched at the beginning of last year with a two-fold aim in mind: to arouse interest in teaching as a career and to aid the fourth-grade teacher in providing individual instruction for her retarded readers.

"The project was initiated by my visit to a sixth-year class where we asked for volunteers who might be interested in a teaching career. It was explained that assistants would be used in a reading program from 8:00 A.M. until 8:40 A.M. The children were advised to discuss this with their parents and if interested, to report the following day. The response was overwhelming. There were many more volunteers than we could use at one time.

"Under teacher supervision and guidance, the assistants were soon able to establish an excellent one-to-one relationship with their pupils. They directed them in the use and checking of certain workbook and test materials and they provided an audience for prepared oral reading. When the pupil-teacher felt the oral reading was particularly well-done a group audience was arranged.

"At year-end testing time, the pupil-teachers were as delighted with the reading gains as were the younger children. In every instance, the latter were brought up to and beyond grade requirements for promotion. In establishing this inter-grade service all the children involved were the benefactors: those who gave and those who received."

"READING PALS"

A similar procedure is described by Miss Ruth E. Kahl, IGC 4-2, P.S. 66 Queens, by which fourth graders became the "Reading Pals" of third-grade children who were in need of reading assistance. Miss Kahl indicates as the objectives of this service:

a. To stimulate an interest in reading on the part of retarded readers.

b. To help such children acquire comprehension and word skills through the older children's checking of homework assignments, asking questions to determine meaning of material read, using picture charts for consonant and vowel sounds and blends, and other prepared picture cards for the teaching of proper phrasing.

c. To develop a sense of responsibility on the part of IG pupils and to render a valuable service for those less gifted than themselves.

Miss Eleanor Kursar, P.S. 39 Queens, suggests that service inspires greater service. The idea which was initiated in her sixth-grade class of coaching younger children in reading after three o'clock spread to the parents; and, as a result, fourteen of the mothers are now engaged in this activity.

It is significant to note that the children who volunteered for this service are all interested in becoming teachers. Perhaps teacher recruitment might begin early in the elementary grades among the intellectually gifted by stimulating them to work and enjoy their contacts with younger children.

WRITING STORIES FOR YOUNGER CHILDREN

"Was I alone in feeling that the term "School Service Project" seemed to imply very worthy motives and dedication to a task; useful, but not too interesting or inspiring?"

This was the question Mrs. Catherine B. Mc Menamin asked in the preface to her report on the school service performed by her class.

"Happily," continued Mrs. McMenamin, "I have discovered that my feeling was wrong! Class 6-2, P.S. 207, Brooklyn, is embarked upon a project that is one of the most interesting, joyous and rewarding experiences of our year. The writing of original stories for use by our lower grades in their Individualized Reading programs is our project.

"From where did the inspiration come? Well, it traveled all across Brooklyn from Long Island University to P.S. 207 by way of my daughter, a teacher in P.S. 277, who is a member of Dr. Grace Pratt's 'Seminar in Children's Literature." Dr. Pratt suggested that the teachers write original stories for their classes. The idea intrigued me! Why not have my class write children's stories? A new subject for written expression is always welcome and fluent; creative writing has been a continuing goal of 6-2. The response of the class to the idea was tremendous. Boys as well as girls were anxious to participate.

"One of the first activities involved the interviewing of pupils of the grade levels for which the stories would be written. Groups went to Classes 1-4, 2-3 and 3-5. What an exciting experience this was for my pupils! They returned even more enthusiastic about the project. If inspiration had not dawned before, the interviews awakened it. Stories about animals, living things, science, Indians, holidays, trips, famous people and, of course, fairy tales were requested.

"The format, cataloguing and distribution constituted the next activity. This, of course, is continuing. The class decided that rexographed copies with simple illustrations would be the form welcomed by most teachers. School-aides have assisted in typing the stencils and in rexographing.

"Meanwhile, the stories are rolling down the chute like the doughnuts from the doughnut machine in Robert McCloskey's story! Even the titles are exciting: "The Magic Caterpillar," "Candyland," "Hop, Skip and Jump," "Operation Octopus," "Happy and the Lion," "Running Rabbit, an Indian Boy," "The Green Cheese Moon," "Sue's Easter Bonnet" and, even, "Teaching Is For Me!"

"The teachers have welcomed the material. Some stories were written especially as an enrichment of the Social Studies program. The members of my class serve as Guards and Girl Monitors and they are familiar to the younger children, who are proud and excited to know "the author." My pupils are experiencing the joy of a worth-while accomplishment. At age 11 it really is a thrill to see your story in print. As to the final outcome, who knows? For the present, a group of children are contributing their talents in a fine service. "The

Onion" by Jean Tator is one of the stories that was written for and keenly enjoyed by the younger group.

The Onion

by Jean Tator

Once upon a time, there was an onion whom nobody liked. They did not like him because he made everyone cry. The beets, potatoes, carrots, peas, beans, corn, even the garlic disliked him.

One day he decided to do a good deed. He went out of his lovely garden and into the busy streets of Brooklyn. The onion did not know where to start.

He went down a side street and saw a little girl who was crying because she and her mother had nothing to eat. The little onion wanted more than anything to help. He thought and thought and finally decided to go to the garden to see if any of his friends would contribute themselves. Everyone laughed at the little onion except another little onion. The little onions were very happy they could help someone.

He again left his garden, but, this time, he was the happiest onion in the world.

He met the little girl again and said, "Little girl, don't cry for we will give ourselves to you so you can cook us in some soup." The little girl thanked them very much.

The little girl cooked them and ate them. The two onions looked around and saw a beautiful but strange land around them. They did not know where they were until they heard a voice saying, "You are being rewarded. You are in vegetable heaven!"

TELLING STORIES TO YOUNGER CHILDREN

A project carried on by IGC 4 at P.S. 103 Manhattan has a similar objective: to help and give pleasure to younger children.

"The project my IGC 4 class developed was a story-reading service extended to the first grade and later to both the first and second grades.

The purposes of this service were manifold. The service was an outgrowth of our oral expression activities. While listening to a tape of their choral speaking and play rehearsals, the children decided they needed practice in speaking and reading aloud. Many of the children complained that their parents had no time to listen to them, and they had no younger brothers and sisters to read to. They thought the younger children in school would be a perfect audience. First of all they would enjoy being read to, and second, they would serve as a sounding board for my children.

The first assignment was to find out what kinds of books younger children enjoyed listening to. One committee interviewed first and second grade teachers. Another committee visited the local library and gathered information from the librarian and from examining the children's books on the shelves. My children discovered that very young boys and girls do not, as was supposed, like fairy tales.

When the books started coming in we set up a list of criteria, such as: a) Would the subject matter appeal to 6 and 7-year olds? b) Are the illustrations clearly visible? c) Is the vocabulary understandable? d) Can it be read all in one visit, etc.? There was a list of about ten criteria that the children's books had to measure up to.

The readers practiced parts of their stories sometimes before the entire class, other times before a small group of children; and sometimes, for self-evaluating purposes,they used the tape recorder. Criteria were set up for readers as well as books. Are you reading with expression? Can your voice be clearly heard? How can you best show the illustrations? Are you well acquainted with the story? These were some of the questions that were put before the readers. The same list of questions previously mentioned accompanied the child to the first or second-grade teacher. She gave her comments. When the child returned I went over the list with the child, pointing out both strong and weak points.

The children who had no interest in reading went along with the readers as illustrators. They made additional illustrations or puppets to accompany the story. Some children wrote and illustrated their own stories.

After the first week of reading we analyzed the project. Every child enjoyed the activity, and when asked, "Why do you want to return next week?" one child answered, "I would like to see the pleasure it gives the small children." Not only were the reading and library skills strengthened, but also the personal ties and rapport between the younger children and the fourth graders.

A number of other teachers described service activities of the same type, which had as their objective the writing or the telling of stories to younger children:

Miss Irene Finsmith's fifth graders, P.S. 154 Queens, compiled a composite book entitled: "Space Age Mother Goose Rhymes;" while Miss Anne Jacobson's fourth-grade class at P.S. 200 Queens bound their stories into a book which they called "Tall Tales for Second Graders."

WRITING BOOKS FOR FIRST GRADERS

Mrs. Selma Razar, P.S. 220 Queens, writes:

"My fourth-grade class became interested in authors as an outgrowth of our individualized reading program. In order to utilize their creative talents in a meaningful situation, we embarked upon a program in which they themselves could be authors. We would write books for a first-grade class in our school. Since doing something for others is generally good motivation for children, their reaction was favorable and tinged with pleasure and excitement.

We spent many days analyzing stories and books which appeal to young children. Fourth graders suddenly became interested in younger brothers' and sisters' books. We analyzed these books for form, plot, use of pictures, and use of language. We studied first-grade vocabulary lists which were given to us by a first-grade teacher. Children gave talks on books which their brothers and sisters enjoyed and gave reasons for their appeal. We finally set up criteria for writing "easy-to-read books."

After we had completed our study, the children and I felt that they were ready to begin the actual writing. It was not easy! First they needed an idea that would appeal to a first-grader. Then the illustrations, the usual happy ending, the "translation" into easy language, the actual printing and format of the book and finally, the cover; each presented its own problem.

The children progressed at different rates of speed. Some were ready to present a finished product while others were still struggling over one of the other steps. As each book was completed, the author presented it to the children in first grade by reading it to them. As the first graders learned to read the books, they in turn came to our room to show their accomplishment. What a thrill it was for our authors to hear their books read aloud and enjoyed by others! We had helped first graders learn to read!

For their school service project Miss Betty Kurzman's sixth-grade class at P.S. 61 Manhattan, prepared supplementary materials for the teaching of phonics in the lower grades. Stimulated by the schools's reading improvement teacher, Miss Kurzman and her children listened to the Phonics I program on Fridays at 10:45 A.M. over Channel 13, discussed the role of phonics in reading and made plans for collecting, storing and circulating phonics materials.

Realia, pictures, games, riddles and rexographed materials for independent activities for the teaching and practicing of specific phonic elements were placed in labeled shopping bags and distributed to younger classes as needed.

This was a service enthusiastically launched and maintained by the older group and happily received by the younger children.

Miss Kurzman adds: "A noticeable improvement among retarded readers is evident due, in some part, to the intensive help given these pupils by IGC 6, their classroom teacher and the Reading Improvement Teacher."

OUR PEACE CORPS

"Class 6-6 spent some time discussing Peace Corps activities in other lands. It was felt that there was opportunity for service comparable to that performed by members of the corps right in our school.

"It was found that some of the children in class 2-1 have no big brothers or sisters. Their parents work and they are left alone after school or with neighbors. Some of these children are unhappy at school because of conditions at home; other children are discouraged about their school work. How could help be given to these children so that they might feel proud of themselves and happy?

"Although the entire class wanted to become members of 129's Peace Corps, only six children were selected. It was decided that it would be better to initiate a pilot project to determine its value, before any large scale program was undertaken.

"The following specific activities were included as part of the plan to help the troubled child create a better image for himself of himself and to help him adjust more effectively to school. The corpsman did the following:

1. The corpsman and his junior buddy ate lunch together several times a week.

2. He helped his buddy join the Public Library.

3. He aided his buddy in finding "research" material assigned for homework.
4. He had heart-to-heart talks with his buddy.
5. He gave specific advice to his buddy about how to act in the lunchroom, hall, and in the line-up.
6. He gave his buddy a home-made or very inexpensive birthday present and sent him a birthday card.
7. He helped his buddy with school work.
8. He took his buddy on neighborhood walks.
9. He explained to his buddy the value of joining Manhattanville After-School Project, and the St. Luke's study group.

"The outcomes of the project are still to be determined. Whether they are capable of objective evaluation statistically is questionable. We do know that the activity has been of value to the boys and girls in 6-6 who have given of themselves in carrying out their slogan of "Each one, reach one."

"Mrs. Spevack, the teacher of class 2-1, has been pleased with some increased evidence of adjustment on the part of the children in her class.

"In June, we hope to tape the reactions of the corpsman and his buddy and thus to learn from the children themselves how they feel."

S. Fliegel, IGC 6, P.S. 129 Manhattan

The School Library

THE SCHOOL LIBRARY

For intellectually gifted children, the school library is a very special place which, for the purposes of providing maximum usefulness and utilization, needs special care. Maintaining the school library is frequently the task of these children, whose love of books makes this service a source of deep satisfaction.

WE SERVICE OUR SCHOOL LIBRARY

From Miss Ruth Pinta
Class 6-5, P.S. 179, Brooklyn

Public School 179 Brooklyn, is fortunate in having a fine,attractive school library in Room 406. Since we have no school librarian, the Civics Club of Class 6-5 undertook the service project of caring for the library.

This activity was inspired by the district library coordinator who discussed with the class the important routines necessary for maintaining this library for the good of all the children in the school. Each class in the school, above the first grade, has the privilege of visiting the library once a week and of borrowing books of their choice.

The specific activities involved in this project are:

1. Meeting frequently to determine the present state and future needs and to discuss the role of the Civic Club members in meeting these needs.
2. Determining the correct placement of books on the shelves.
3. Mending and replacing torn or worn covers to prolong the life of the books.

4. Maintaining an up-to-date magazine and periodical section.
5. Maintaining an attractive bulletin board which includes book reports, blurbs, colorful and artistic book jackets, original book markers, etc.

"The children take great pride in this worthwhile activity. They have gained a broad knowledge of library routines, a love of books, important training in leadership, and above all, a feeling of pride in providing for the needs of others."

From Miss Norma Freese, P.S. 173 Queens, IGC 5:

WE HELP OUR SCHOOLMATES ENJOY OUR SCHOOL LIBRARY

It was primarily with this idea of service as an objective that my principal, Mr. S. David Wexler, suggested that my fifth-grade IGC class be given as its particular service project the operation of the school library. For the past three years, the many activities involved in the functioning of the library have been delegated to this group.

Since the gifted child is usually an early and an avid reader, Mr. Wexler felt that increased familiarity with books would be of immeasurable value to the students of the class. The project would also encourage desirable interests and might develop new interests which would lead to meaningful, lifelong pursuits.

As part of their daily program, one of the main functions of the children is to act as librariansto handle the circulation of books for approximately forty classes. Each class in the school from grades one through six is programmed for a forty-minute library period according to a fixed weekly schedule. Two students aides are assigned to each class, and at the appointed time they would leave their classroom and join the group in the library.

The lending system is handled entirely by the aides who have several other duties as well. They actively assist the teacher and the pupils in the use of library materials and facilities in the areas of research, work-study skills and reading for enjoyment.

If the class is engaged in research activities, the aides are frequently requested to select books in advance appropriate for the particular unit and have them on display when the class arrives.

Aides also assist pupils in finding materials for other activities, and in using the card catalogue, the vertical file and the picture collection. Their increased familiarity with the resources of the library was astonishing.

Part of the responsibility of the aides is the physical care of the library. Decorations, displays, bulletin boards and exhibits help create an attractive library atmosphere. Proper shelving of books and magazines, neatness and cleanliness of chairs, tables and shelves, and other aspects of good housekeeping are among their chores.

In the course of the school year the pupils are also of help in the administration of the school library. They assist in ordering books, listing, covering of books and cataloguing. Mending of books, processing of discards and preparing non-book materials are also among their jobs.

As anticipated by Mr. Wexler, many desirable outcomes have resulted from this on-going project. Library skills are perfected in a genuinely purposeful and functional situation. Concomitant learnings are manifold, particularly in improved work habits. Each year, the children find new methods or procedures in handling their job more efficiently; and they eagerly share their knowledge with others. There is an extended use of the library; talents are directed toward good utilization of leisure time; and leadership potential is directed into desirable channels. At the same time the gifted child is learning how to work with other children who are not so well endowed intellectually as he is; and he is being taught consideration and respect for their needs. Provision is truly being made to assist the gifted child to develop maximum resourcefulness, social competency and service to others.

BOOK TALKS

When new books are added to the school library, Miss Alice O'Brien's IG 4 children at P.S. 68 Queens prepare book talks and present them to the various classes in the school. In this way, new books are circulated at once; and the library is utilized to the maximum.

WORKING FOR INCREASED LIBRARY MEMBERSHIP

A similar activity was carried on in Miss Marie Rentall's class at P.S. 68 Queens. To stimulate interest in reading during Book Week; to promote wider use of our public libraries and encourage membership; and to provide and suggest a source of enrichment and enjoyment for all children, Miss Rentall's fifth grade children presented oral reports throughout the week over the school's public address system.

The children stressed the advantages of joining the public library; emphasized the pleasures of reading; and shared the titles and authors of books which they had found exciting and enjoyable.

As a result of this school service there was an increased interest in the school library; increased membership in the public library; a greater love and respect for books; and an understanding of how they serve boys and girls.

Mrs. Joyce Graber's fourth-grade children at P.S. 160 Manhattan wrote their own books for inclusion on library shelves.

The children of Mrs. Wilson's 4-4 class in P.S. 90 Queens prepare reminders for those holding overdue books. The following form letter was composed by the Junior Librarians and rexographed for their use:

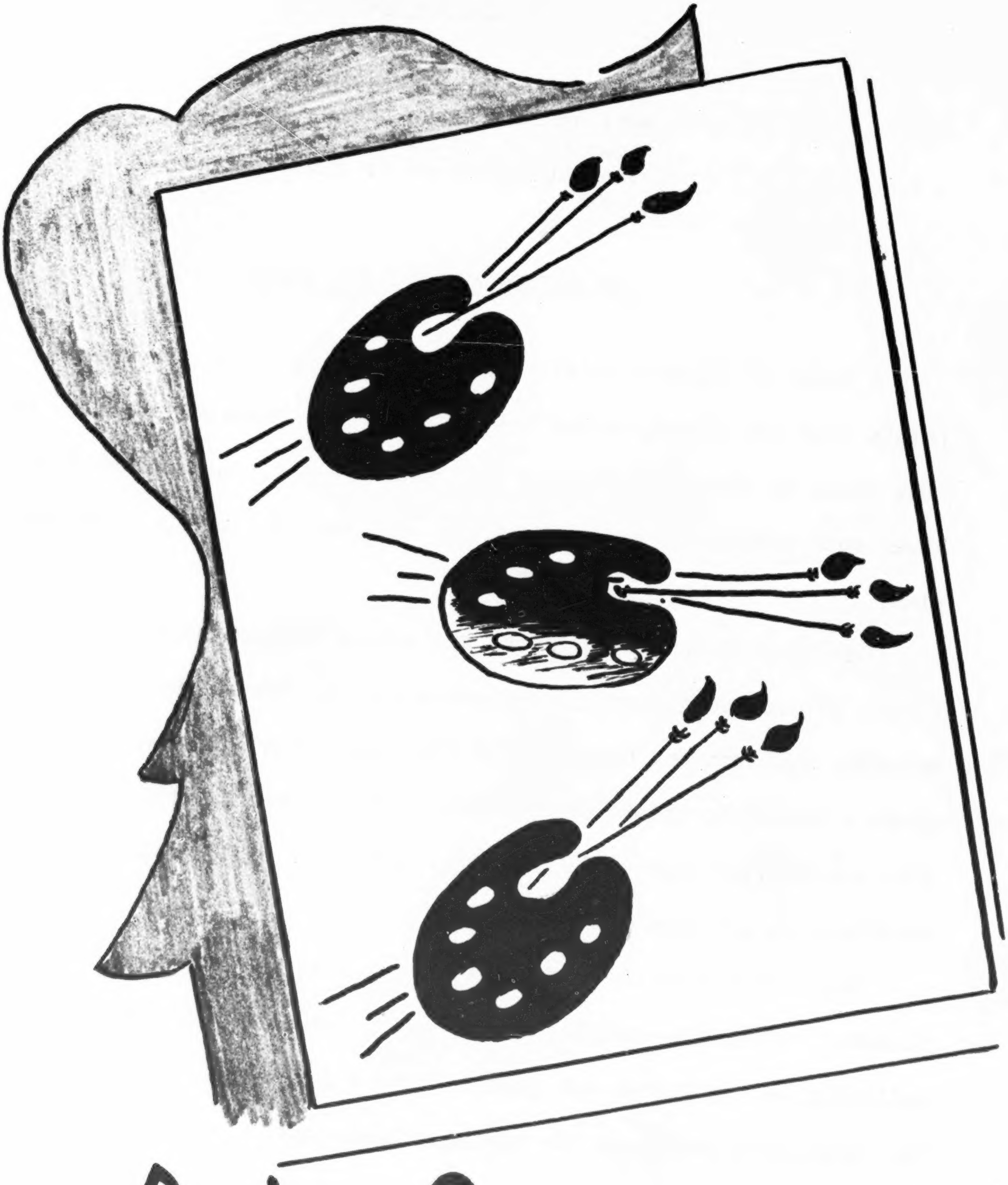
Date____________________

Dear__________(Class_______Room_______):

We were looking through our files and noticed that you had a book due on ___________. Just in case you have forgotten the title and author, the title is___________________and the author is____________. Please return this book during your next library period. Thank you very much.

____
Junior Librarian

At P.S. 159 Brooklyn, Miss Eileen M. Herman's 5-1 class planned a cake sale, the proceeds of which were used for the benefit of the school library. They made a survey of the school to determine which specific books the other children would like most to have added to their library collection; and with the money earned, they purchased a set of books. "In this way," says Miss Herman, "we hope to help all the children in our school and to gain a working knowledge of good citizenship practices."



An Art Service

AN ART SERVICE

Intellectually gifted children in
many schools serve their fellow
students by distributing and
circulating prints of famous works
of art.

ART GUIDES AT P.S. 115 QUEENS

A touch of Impressionist beauty came to our school in the form of prints from the Albert Lasker Collection. The immediate question arose: "How shall we share this wealth of art with all of our student body?" After much discussion and thought the children of class 5-2 devised a plan.

Our first step was to invite the entire student body, class by class, to come to the school gymnasium to view the prints that were mounted, numbered and hung on a clothesline. The children were each given a ballot to record the numbers of their five favorite paintings. This was done so that class 5-2 might determine children's interests and reactions on all grade levels.

The children of our class acted as guides and aides to the visiting classes. After the exhibition, our group tabulated the results of the balloting and converted the results into a guide for the presentation of the individual prints in the various classrooms.

As the project has finally evolved, the children of 5-2 visit all classrooms with their group of pictures and act as art guides for the entire school. They present their art talks to the class and assist the children in the appreciation and understanding of the paintings. The art guides are identified by the miniature pallets they wear while on the job. They have helped to instill interest in and enthusiasm for the works of the master painters and they now have a greater desire to become the master painters of tomorrow.

The students of 5-2 presented the prints in our school gymnasium at a meeting of the P.T.A. which celebrated the 13th anniversary of our school. Prints were displayed and parents were urged to vote for their five favorite paintings. The votes were compared with the votes of the children of the school. The art guides presented art appreciation talks to the parents with excellent results.

This meeting was a wonderful experience for both the children and the parents of our school, for it provided them with an opportunity to share works of great art.

The following blank was devised by the children of 5-2 for the purpose of scheduling the time for the visits of the art guides.

Miss Marilyn Kleinman
IGC 5-2, P.S. 115 Queens

1962-63

Public School 115,Queens
80-51 261st Street
Floral Park, N.Y.

February, 1963

STUDENT ART GUIDES

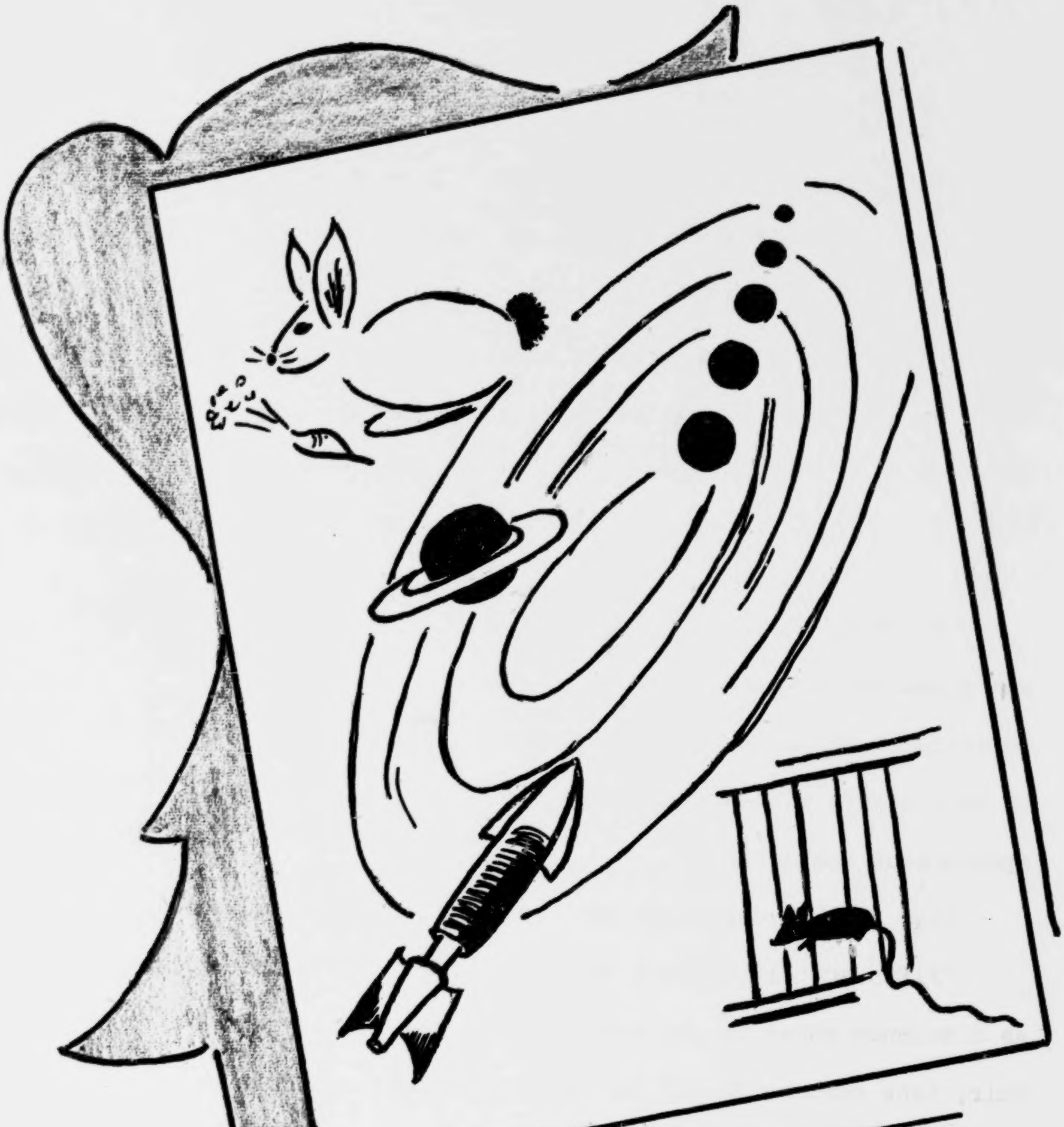
Will you please indicate the day and time you would like the student art guides to visit your class?

This will be posted weekly. Thank you.

Marilyn Kleinman

Week of________________

MONDAY	TUESDAY	THURSDAY	FRIDAY
10:00-10:30			
1:00-1:30			
2:00-2:30			



Aids in Science

AIDS IN SCIENCE

> "Just at there are probably few experiences more gratifying to children or adults than those in which a service is happily rendered, so also are there few areas with as many opportunities for service as there are in the field of science. When children, at an early age, learn the satisfaction of giving, they will more freely develop into the kind of adult our country needs. This is especially true of our intellectually gifted. They are the leaders of tomorrow."
>
> Christine H. Denslow
> P.S. 255 Brooklyn

"Science," continues Miss Denslow, "is a dynamic, challenging and appealing area of learning; it has a multitude of aspects.When the intelligent child is given the opportunity to combine an inclination to help others with his interest in science, the result is a kind of spontaneous combustion."

Miss Denslow describes various services connected with science:

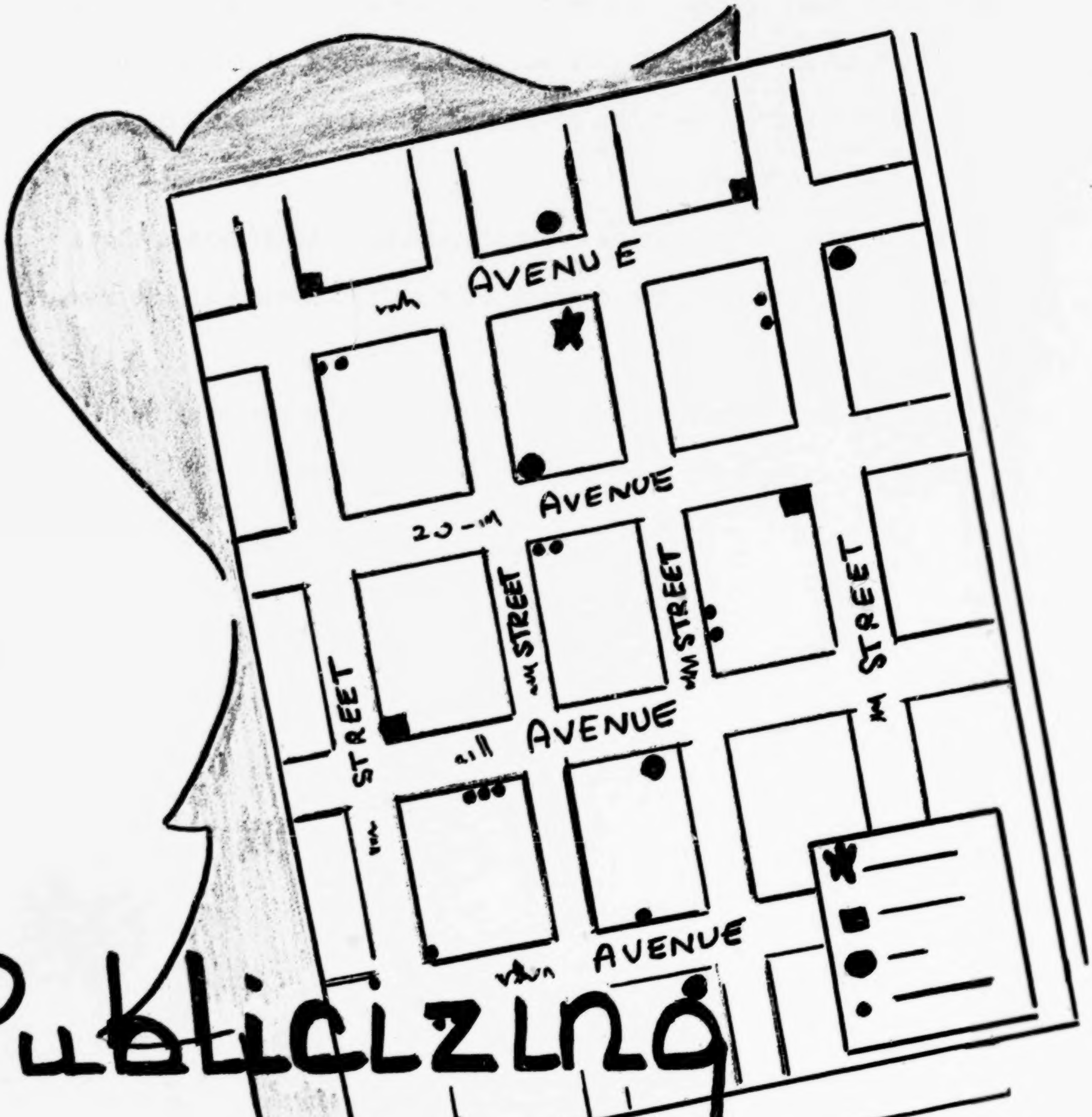
"Fifth and sixth-grade children find great satisfaction in serving as a science squad to the school. They set up the school's Science Fair; take responsibility for helping younger children set up their exhibits; and exchange ideas in respect to artistic display.

"When the day of the Science Fair arrives, the squad explains the projects to the rest of the children in the school; takes charge of exhibits and helps maintain them in working order.

"In addition to their activities at the Science Fair, the children undertake the care of the science room by checking equipment, watering plants, feeding animals. After a series of lessons at the Botanical Gardens, they assisted teachers of younger children in various aspects of their science studies.

"As Spring arrives they help others prepare their garden plots and give suggestions on the mechanics of seeding, lining up the rows, watering, etc.,

"There seems to be endless possibilities for service by our intellectually gifted children in the field of science."


AVENUE
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STREET

Publicizing Community Resources

PUBLICIZING COMMUNITY RESOURCES

> "One of the requisites in the training, guidance and development of our intellectually gifted children is the development of leadership qualities. Since we can hope and expect that they will be the future leaders in all fields of endeavor, it becomes the responsibility of the school to provide the means and opportunities by which such leadership qualities can be developed."
>
> Lillian R. Dobkin
> IG 4-1, P.S. 236 Brooklyn

Leadership qualities may be developed through opportunities for service. A variety of such opportunities are here described:

"My fourth-grade children at P.S. 183 Manhattan", writes Miss F. McGrath, "undertook a project to explore the recreational and educational facilities provided by New York City's Department of Parks. It became apparent, when the project was first initiated, that many children had not previously given much thought to the role of the Park Department as an arm of our city government. However, as the project continued, and as parks were visited and more keenly appreciated, the children felt that they should act as publicity agents for the Park Department.

"They made posters and displayed them in the school, publicized recreational events, painted pictures of park scenes and services, and made appeals for greater care of our parks. Through these activities they made other children more aware of the opportunities for recreation, leisure and quiet enjoyment in our city's parks."

A CATALOGUE OF COMMUNITY RESOURCES

Miss S. Stone's fifth-grade class at P.S. 203 Queens decided that their service to the school would take the form of a listing of available resources in the community which might be used in the development of units in all curriculum areas. The children interviewed parents, neighbors and adult friends who might know scientists, musicians, artists, authors and other professional people such as doctors, lawyers, dentists and engineers who might be willing to speak about their specialities to our classes.

"The children also addressed themselves to persons who might have possessions of educational value or historical interest and who might be willing to have students see them.

"They interviewed the librarian at the Bayside branch of the public library concerning community landmarks or places of interest. They spoke to the editor of the Bayside Times requesting information about the resources of the community; they got in touch with the Commanding Officer at Fort Totten concerning the possibility of visiting there; and finally, they compiled their information in folders with alphabetical listings."

"In carrying out this service, the children were able to make available to all school personnel a valuable and practical guide to community resources."

FINDING PEN FRIENDS

"Extending a class project to serve the entire school presented an opportunity for my fourth-grade pupils to show initiative,to make a plan and carry it out, and be of service to others."

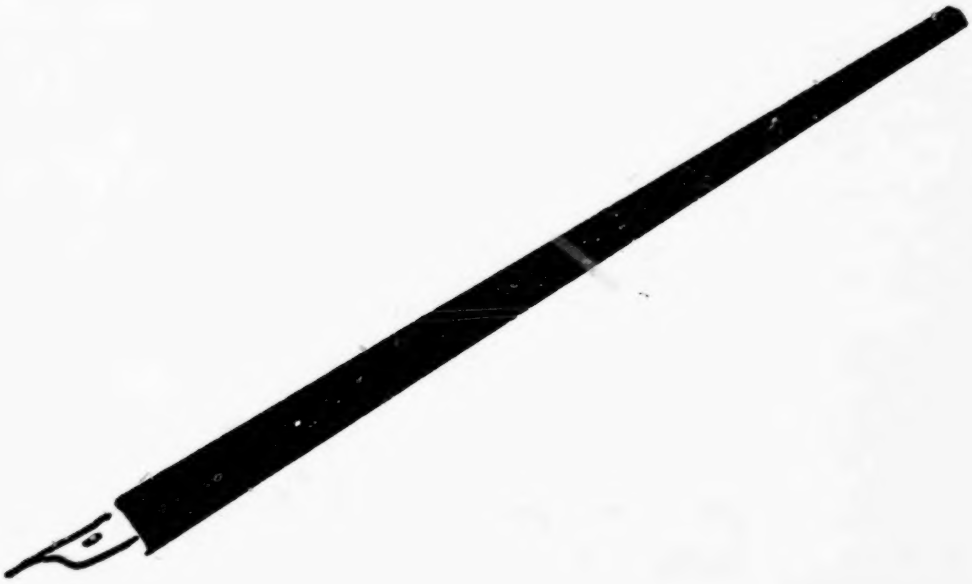
Mrs. Teresa D. Sommers of P.S. 173 Queens then tells how she has always encouraged her pupils to have "pen friends" so that they may learn about other peoples in distant places.

This interchange of letters was so gratifying that Mrs. Sommers' children decided to offer their services to the rest of the pupils in the school by making "Pen Friends" available to them.

As outcomes of this service, Mrs. Sommers notes the following:

"We shared with others our delight and the thrill of contacting people in distant places for the purpose of sharing information and materials, bringing people closer together, and encouraging good will by establishing lasting friendships.

"We helped other children in the school make contacts with "Pen Friends" so that the links of friendship around the world might become stronger and stronger."



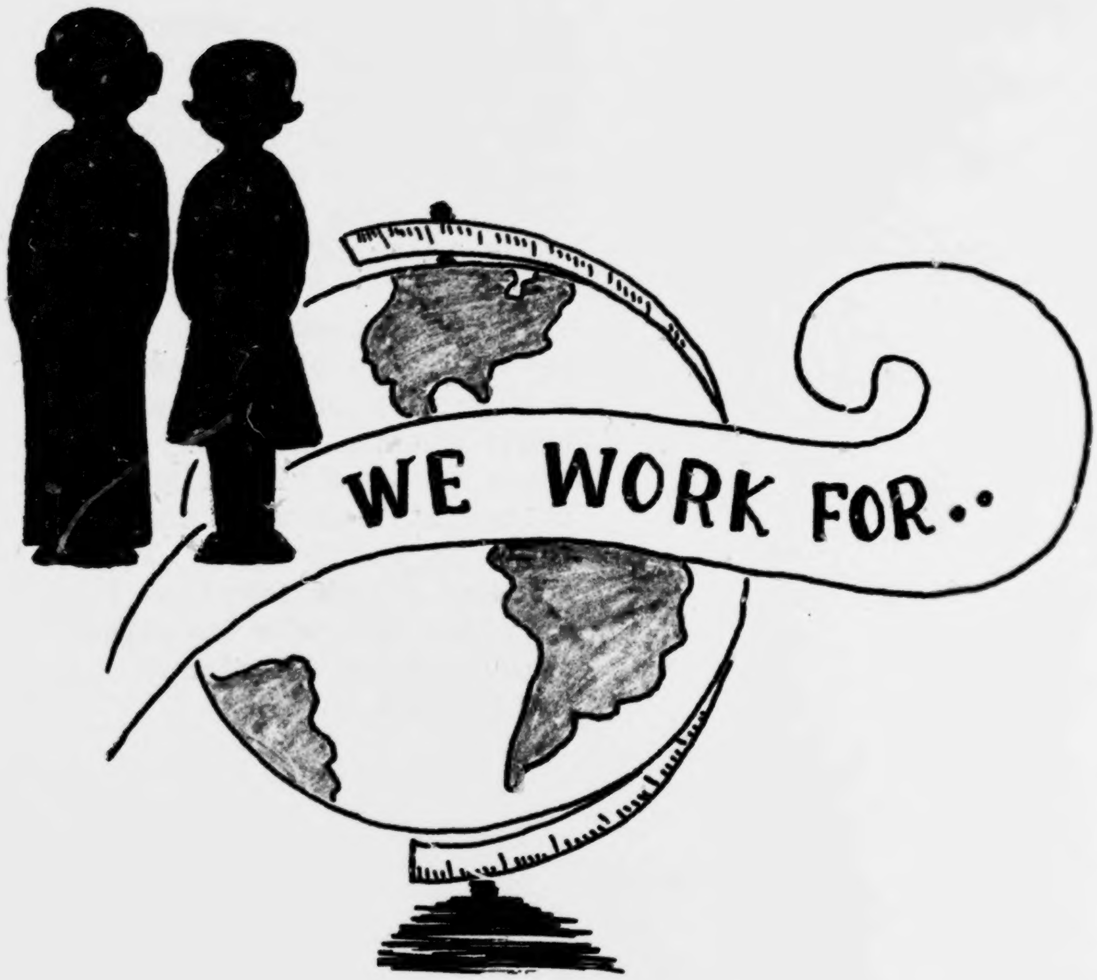
Service to the Community

at Home....
SUNDAY
6
MONDAY
7
TUESDAY
8
WEDNESDAY
9
THURSDAY
10
FRIDAY
11
SATURDAY
12
... and Abroad

SERVICE TO THE COMMUNITY AT HOME AND ABROAD

Intellectually gifted children are alert to the world about them. They are also enthusiastic and quick to see themselves as active participants in certain social situations. They are aware of problems and the needs for solutions. They can make plans and carry them out.

These abilities are particularly evident when a community problem requires their attention. They study it intelligently, attack it from many angles and plan for action. Thus do they become involved in services in their immediate community and in places far distant.



.. the Junior Red Cross

WE WORK FOR THE JUNIOR RED CROSS

A Fund-Raising Drive

When my fifth graders were offered the privilege of acting as our school's Junior Red Cross sponsors, they accepted with enthusiasm and pride, but without realizing the extent to which they themselves would benefit from the activities involved. Inspired by their desire to help others less fortunate then themselves, and by the need to expand our school's Junior Red Cross membership, they embarked upon a series of projects which extended into many curriculum areas.

Acting as a liaison group, they received and forwarded communications, organized and publicized fund drives, solicited volunteers for construction projects, and aroused increased interest by dramatizing the history and typical services of the Junior Red Cross. The school was frequently advised of progress made, or of cooperation needed, by reports presented over the inter-com system, during assembly periods, or by means of posters and notices on the bulletin board set aside for this activity.

One of the highlights most enjoyed by the children was a visit to a child-care center in Coney Island where we delivered tray mats and party favors made for the pre-school youngsters there. As we went from room to room, the class commented on the delightfully warm and friendly relationships existing in a thoroughly integrated group. A walk through the spotless kitchen ended with an invitation to share some delicious cookies; and the children were still mindful of these as they subsequently wrote a letter expressing their pleasure and gratitude for this unusual experience.

Although everyone enjoyed preparing Thanksgiving boxes, Christmas stockings and other construction projects, I think our fund-raising activities generated the greatest excitement. The school fairly "jumped" with bazaars,cake sales, auctions and book fairs; and when the results were tallied we found that we had $296.36!

It was a "first" for our school and the children were jubilant. They had worked hard; it had entailed a great expenditure of time and effort both in and out of school, but the results were most gratifying. They had not only arrived at a better understanding of the reasons for helping the Junior Red Cross, but had also come to recognize the pleasures which may be derived from helping others. Furthermore, as all worked together toward one goal, a fine feeling of "togetherness" enveloped the sch ol. Those friends and neighbors whose help had been enlisted during our drives, were included in this aura of friendship and gratitude, and the children became increasingly aware of the advantages of building good human relations.

I feel quite certain that these children now have an intensified interest in the welfare of others and that an on-going spirit of interest and excitement will animate all future Red Cross undertakings in our school.

Mrs. Hannah Nash, 5-1,
P.S. 216 Brooklyn

A BRIDGE TO JAPAN

"My class made an International Correspondence Album to send to Japan through the Red Cross. It was called New York City - a Year-Round Festival. To carry out this project, the children organized themselves into five committees, one for each of the five boroughs, and visited historical landmarks in each borough.

They wrote reports, made illustrations, took photographs and created original poems. They asked questions about Japan, and sought answers from the Japanese children who were to receive their albums.

As a result of these activities the children became keenly aware of the humanitarian work of the Red Cross and of their role in it; they sought information about and participation in such organizations as UNICEF and UNESCO; and they made further plans to help bring about peace through cultural exchanges."

"In reaching out to a land far away with a contribution of an album describing their city, the children not only served others, but sowed the seeds for future service."

Miss F. Yasner, Grade 4 P.S. 53 Bronx

.. UNICEF

WE WORK FOR UNICEF

A Magazine Sale

The check was sent to the U.N. for $30.15. It didn't sound big compared to what classes who went "Trick or Treating" were sending, until I thought of all that that little check stood for.

"It stood for the book, Rainbow Around the World by Elizabeth Yates, placed on my library shelf early in September. Harvey pounced on it and gave a book report about it. This was just what I was waiting for, because the book told of an imaginary journey by an American boy to countries aided by UNICEF. All I had to do was ask the children if they'd like to have a magazine sale for the benefit of the needy children they had just heard about. This suggestion was greeted by an enthusiastic "Yes!"

A group of children, with Harvey's help, found several scenes from Rainbow suitable for informal dramatization. We worked on these for a couple of weeks, then acted them out for Grades 3 and 4 in the auditorium. At the end of the program, we announced that there would be a magazine sale on Halloween Day and that further details would follow.

The children wrote out the facts for the other classes: the kind of magazines they wanted, the procedure for collecting the magazines, and the importance of contributing magazines in good condition. This information was broadcast over the loud speaker system.

Now the children got to work in earnest. They made a storymobile for collecting the magazines by covering a brown carton with mounting paper on which were depicted children of other lands. They decided upon the price of the magazines, and worked out a time schedule for the sale, allowing ten minutes for each class with a five-minute intermission for replenishing their stock.

The traffic managers were chosen to direct the children around the traffic circles. Cashiers were elected who could handle the money competently. Magazine supervisors were chosen to keep the salesman supplied with magazines. The rest of the class were to sit in their seats and keep the magazines they were selling on their desks. They would handle no money; the customers would pay the cashiers on the way out.

For two weeks before the sale, at 12:50 each day, our storymobile, now mounted on wheels, rumbled through the hall. We got very few magazines the first few days, so we decided to make a special appeal.

My class made paper doll puppets and wrote a short script telling of the need for medicines for children in newly-formed countries. They went around to the rooms in pairs putting on their brief show. This proved very effective and the magazines began to pour in.

On Halloween the classes visited us at their scheduled time. Our careful planning (described aboved) proved most effective, for all went smoothly and we had very few magazines left. The remainder we bought for our class library.

The children were very proud of the thank-you notes they received from UNICEF.

Marie-Jeanne Duhamel 4-2
P.S. 244 Brooklyn

TRICK OR TREAT

As an outcome of our discussion of the agencies of the United Nations, the children in my class decided that they would like to work for UNICEF.

On October 24, they arranged for a speaker from UNICEF to come to our school auditorium to show movies and tell about the work of that organization.

Each pupil became a UNICEF representative for one of the classes in the school. The children decorated empty milk containers to be used as receptacles for Trick or Treat money, and took them to other classes. They made speeches in these classes, stressing the importance of their contribution.

After Halloween the containers were collected. Each representative counted the receipts for his class. A plan was set up in which each amount was recorded. The children then arranged with the school bank to convert the coins into a check. Two of the children and a parent delivered the check in person to the United Nations.

The children made a bar graph showing the amount of money that each grade had contributed. The graph was displayed on the bulletin board on the main floor of our school.

Our next project was selling greeting cards for UNICEF. Again the children became salesmen for the class of their choice. They filled out orders for the cards, counted the money and checked to make sure that the class orders tallied with their UNICEF order blank. When the cards arrived the children sorted them and each representative delivered his order.

These activities had helped the children realize the importance of good human relations, and to inspire them to greater efforts on behalf of others.

Mrs. Anne Edis
Class 6-1 - P.S. 216 Brooklyn

AN EXHIBIT

"The children wanted to raise funds for UNICEF through an exhibit of objects that had been bought in or brought from countries belonging to the United Nations. The exhibit was set up in the school library during Open School Night.

"The children made artistic signs and posters announcing the exhibit and urged that contributions be made on behalf of UNICEF.

"The teacher and the children brought in a great variety of objects they had at home: dolls, musical instruments, embroideries, carved wooden objects and stamp collections. The display represented merchandise from over fifty nations.

"Each child printed his name, the name of the country of origin of the object and any other interesting information about it. This card was placed with his contribution. As the parents entered the library to view the display, they were greeted by the children who acted as guides and ushers.

"The result was a contribution of money to UNICEF and an appreciation on the part of the children of the cultural and artistic contributions of other nations."

Eleanore Levenson IGC - P.S. 110 Manhattan

STILL ANOTHER UNICEF PROJECT

Inspired by the desire to give rather than to receive during the Christmas season, our pupils wondered how many children throughout the world would neither receive nor give presents.

It was decided to appoint a committee to investigate and report on the ways in which we would render some service to underprivileged children. The committee found that though our local institutions such as the Red Cross provide our needy children with some of the necessities of life, many children in more remote parts of the world are not so fortunate as to receive anything. The Committee, therefore, recommended that we contribute to UNICEF or CARE. The class voted for UNICEF.

During the class discussion that followed, it was decided that each child would, if he desired, contribute such money as he could earn or spare from his allowance. Each child promised not to solicit money from his family. Individual children reported orally on their plans to raise money they hoped to donate, which ranged from taking on more family chores to sacrificing one or more trips to the movies, bowling alley or skating ring. Thirty dollars was raised in ten days.

Another group was formed to decide the manner in which the money would be forwarded, and a third committee wrote a letter to UNICEF explaining how the money had been raised, and expressing hope that it would be used to alleviate some of the suffering among other children of the world.

Anna Maria Dell'Aria IGC 5-1
P.S. 236 Brooklyn

.. the Wounded, the Destitute
and the Aged

WE HELP THE WOUNDED, THE DESTITUTE AND THE AGED

The encouragement in children of the need to share with those less fortunate is an important part of the development of character and good citizenship in a democracy. Especially is it necessary in those children who are more fortunate in terms of intelligence, environment and opportunity. Coming, as many of them do, from secure and protected homes, they are frequently unaware of the hardships and suffering of others. Occasions arise during the school year which the teacher may use to develop such an awareness and a desire to help. Two such occasions occurred during the past year in class 5-1.

During the study of our unit "America through Stamps" (see Guiding the Gifted, April 1961) the children became aware that stamp collecting is an engrossing hobby for men confined to hospitals for long periods of time. They decided then and there to collect stamps and philatelic supplies for the men in veterans' hospitals. As the collection grew, they thought it a good idea to involve both the school and the community.

An article was submitted to the school newspaper, "The 87 Observer", explaining the reasons for the collection. This was followed by a class-to-class campaign of talks and appeals to the children in all the classes. The class wrote another article which appeared in the Parents' Association newspaper, "The 87 News". The children in the school and the parents in the community responded generously to these appeals. Stamps, both mint and cancelled, first-day covers, hinges, albums, and other philatelic supplies were assembled by the class, made up into bulging packages, and dispatched to "Stamps for the Wounded", "Philatelic Hobbies for the Wounded", and to several veterans' hospitals. We received prompt responses from those to whom we had sent our contributions. Their letters contained such expressions as "We are deeply appreciative of your interest in the morale and welfare of our sick and disabled veterans", "It is heart-warming to us to know that you are interested in the less fortunate", etc.

At another time,during a discussion of the news, Danny E. told of an article he had read in "The New York Times" about the sad plight of the miners who were out of work because of the abandonment of the coal mines in the Appalachian Mountain area. Danny wanted to do something to help these needy men and their families. The class discussed it and agreed that it was a worthy cause. It was decided that Danny should write to the reporter whose article had evoked our interest in order to find out where to send our contributions. This he did and after several weeks he received a charming letter from Peter Braestrup of the Washington Bureau of "The New York Times" commending him "for seeking to do something to help" and suggesting that we get in touch with the Salvation Army in Charlestown, West Virginia.

It occurred to me that if the children asked their parents and friends for money, it would not be a real sharing with others. We talked about this and they decided to earn a little money by doing extra chores at home or by using part of their own allowance. It also occurred to me that children of their age would not be able to collect any significant sum of money. During one of our discussions I mentioned that each of us should give according to his ability and, being a part of the class, I offered to contribute as my share a sum equal to that which the whole class would give.

On learning of our project, some of the parents wanted to join with us. I was really surprised and gratified when after several months of effort on the part of the children we were able to send a check of $100 to the Salvation Army with a letter written by the children expressing their sympathy for the destitute families and their desire to help. In the reply from the Salvation Army thanking the children for their help, Major Burchett wrote, "The dirt, filth, absence of any sort of living comforts and unwholesome living condition in one mining village after another, is transcended by utter despair expressed in the looks and conversation of all those unemployed. We covet your continued support".

The knowledge of the children that they had helped in a small way to alleviate the terrible hardships of these people and that they had given some pleasure to those men who had been wounded in the service of their country, gave the children great satisfaction. They had served their community.

Mrs. Jeanne Levine - 5-1
P.S. 87 Manhattan

WE COLLECT AND DISTRIBUTE CLOTHING

Miss Bertha Fluss' sixth-grade children at P.S. 247 Brooklyn were engaged in a study of the economic status of the peoples of our city. They realized that there were many persons less fortunate than they and so decided to adopt a school in a community less favored economically.

The children publicized their campaign, made posters, urged their school mates to contribute used wearable clothing, and planned for four or more collections a year to permit seasonal distribution of clothing. The campaign was a success. Each "pick-up" contained sufficient amounts of clothing to fill two large cartons which, when distributed, brought happiness to their adopted friends.

At P.S. 76 Bronx, Mrs. Elsie Morgan's sixth graders, inspired by the "Save the Children" program, collected clothing for the underprivileged in rural mountain areas in the United States and abroad. They wrote slogans, jingles and compositions, and made posters explaining the need for contributing good used clothing to less fortunate children in these far-away places. As a result of their efforts, 40 large bundles, handled by the boys of 6-1, were collected and distributed to the needy.

WE THINK OF OUR SENIOR CITIZENS

At the beginning of the newspaper strike this winter, I asked my class of bright sixth graders this question: "how has the newspaper strike affected the lives of the people in our city and in our community?"

The pupils discussed the eagerness with which they tuned in their radio for the latest news events because of the absence of newspapers. They were more aware of television programs that reviewed the news and that commented upon local, national and international situations. People everywhere, they noted, were conversing with one another about the news and were sharing information about current events. Merchants were realizing the importance of word-of-mouth advertisements, since there were no newspapers in which to run advertisements.

The children then discussed the people in their community. Since there were no newspapers, there would be a need for more books at the Beth Abraham Home located in our school area on Allerton Avenue. Thus, the "Book Brigade" was born. Parents, relatives, neighbors and friends were invited to join us. They donated books in good condition.

In April 1963, the children of my class, using shopping carts, baby carriages and wagons in which to tote their donation of 500 books, walked to the Beth Abraham Home with their gifts. This was, indeed, "Kindness by the Volume."

My class is also planning to prepare, publish and sell a class newspaper, the proceeds from which will help buy several wire book-holders for patients at the Home who are too weak to hold a book.

Mrs. Mary B. Klein
P.S. 96 Bronx

"My sixth-grade group at P.S. 53 Bronx," writes Mrs. Belle Scheckner, "understands the need of old people for friendship and kindly recognition. They have 'adoped' the Golden Age Group of the Bronx YMHA, and the Daughters of Jacob, a home for aged persons.

The children publish a newspaper which is distributed to members of these organizations, present original drawings and paintings to decorate the rooms of the patients, and, for the latter's enjoyment, prepare programs of folk dancing, choral singing and piano music."

WE GIVE THOUGHT TO..

.. the Handicapped and the ILL

WE GIVE THOUGHT TO THE HANDICAPPED AND THE ILL

WE RAISE MONEY FOR A MENTAL HEALTH CLINIC

Our project was to raise money for the East Brooklyn Mental Health Clinic. We had received a letter from the District Superintendent's office which described the clinic's need for more funds. Our principal suggested that classes wishing to assist the clinic could hold used book and used toy sales. The proceeds would go to the East Brooklyn Mental Health Clinic.

We discussed the project in our classroom. The class talked about the benefits the school and the community received from the East Brooklyn Mental Health Clinic.

Since our class is actively engaged in an Individualized Reading Program, it was only natural for the children to concentrate mainly on selling books to raise funds. We decided to have an auction. Each child was to be responsible for auctioning off his contributions. The children gathered books and toys from many places. They were selective as to their choices for the sale.

During their arts and crafts periods, the children mended and bound old books so that the books were in good condition. They made attractive covers for the books. The children also repaired and painted the toys for sale. During the oral expression periods, the children took turns practicing the art of auctioneering.

On the day of the sale, each child tried to "sell" his books to the class by means of book reviews, description of book characters, posters, dioramas, or by reciting an exciting, interesting or humorous part of the book.

During the course of the sale, the children practiced making change and totaling up the day's receipts. We made bar graphs to show each day's progress. At the end, we made a bar graph to find out how much each grade was able to raise.

A cooperative spirit was engendered among all the youngsters because of this project. The children worked together as a unit to insure the success of the sale. Moreover, through this project the class acquired a sense of responsibility toward their school and their community. They now more readily understand the need for cooperation in group and community life.

Miss Fleisig
5-1
P.S. 183 Brooklyn

WE BRING GIFTS TO THE BLIND

The project described below evolved directly out of the children's interest in their own community. It pivoted about a visit to the Industrial Home for the Blind on Gates Avenue.

The objectives were:

1. To engage the children in an important area of the community.
2. To divert these young minds and hearts from the self-interest of 'getting' to the more enriching interest in giving.
3. To narrow the gap betwen healthy children and afflicted adults.
4. To evoke respect for the needs and accomplishments of the handicapped.

5. To provide the children with a real purpose in making Christmas gifts.

Several boys in class 4-1 live within the immediate vicinity of a local resident home for the blind. They each had, on several occasions, assisted blind men in crossing the street. They expressed an interest in the problems of blind people. One boy ventured inside the building, inquired about possible visitation, and reported back to the class.

Committees were formed to prepare a Christmas surprise for their prospective hosts. They cut and pasted frilly wreaths for walls and windows; they designed and sewed felt drawstring pouches; they constructed gay red and green baskets; they composed original greetings and enclosed them in hand-crafted cards; they appointed two treasurers who collected pennies and nickels (keeping meticulous accounts) and selected a committee to shop for Christmas candies.

They designed Christmas wrapping paper, tied everything up, and at ten o'clock on the appointed morning, walked the two or three blocks to the Industrial Home for the Blind.

Mr. Hamilton-Jones, the director (also blind), and a group of the 'elder statesmen' -- (forty to fifty-year residents), greeted us in the recreation room. After the first flurry of introductions and exclamations over the surprises, (the men showed an avid interest in all of the children's handwork), the youngsters sang Christmas Carols. The scene was a memorable one. As the music floated out, faces began to appear at the doorway, men and women edged in from kitchen, diningroom and shop, with expressions changing from puzzlement to wonder.

Three of the eldest men guided us through the shops and dormitories of the three-story building. Everywhere, faces softened at the sound of the children, and busy but lonely people vied with each other to describe their tasks, with dignity and pride.

Mr. Jones related some of his experiences, delicately indicating to the children the ways in which the blind wish to be helped,and some of the errors that are often committed.

Before we left, a lady produced a tray of cookies and orange juice. The children were delighted; they sang again and we could see how pleased the residents were. I invited the resident supervisor to bring the men to our music assemblies at school.

As an outcome of this service project, the children learned:

1. The way in which a cooperative project develops.
2. The interest that can be aroused within a community on behalf of a worthy service.
3. The common needs of young and old.
4. The human need for dignity and usefulness.
5. The tremendous adaptations that the human spirit can make to all circumstances.

The children wrote accounts of their visit. Patricia Hill's contribution follows:

A World of Darkness

by Patricia Hill - Class 4-1

Did you ever stop to think how lucky you are that you can see? Our class went on a visit to the Home for the Blind. We went there to take them presents that we made for them. These blind people were very glad that we had put our time into making things for them because they thought nobody cared about them. It was a very inspiring moment when I saw the smiles on their faces. These people were gentle as kittens because they were handicapped by blindness. The world was in darkness and invisible for these people. The blind can make mops and dust mops as well as you can and even better. Ask your mother if she ever bought anything that said, "Industrial Home for the Blind". It comes from "The Home for the Blind" that we visited.

Mrs. Florence Brandt
4-1
P.S. 44 Brooklyn

WE BRING CHEER TO SICK CHILDREN

Mrs. Edith Fixman writes:

The children in our school have been giving assistance to the Children's Ward at Jacobi Hospital.

The project was initiated by a discussion of Brotherhood and the question arose as to how children could help other children in our own community.

A group of boys and girls, selected from the fifth and sixth grades, visited the Jacobi Hospital to learn more about the Children's Ward and to find out how they might help.

The Superintendent of the hospital talked with our children, showed them some of the wards and explained what was being done for these hospitalized youngsters.

The committee then felt that they could be of greatest assistance by supplying clothing, books and toys for children who are confined for long periods in this hospital. To procure these articles, the children engaged in many activities:

They conducted a White Elephant Sale; wrote articles about the situation in the school newspaper; organized a luncheon to raise money; and collected books, clothing and toys.

The money collected was used to provide clothing for the hospitalized children who were ready to be sent to camp.

This project is being enthusiastically continued.

Mrs. Edith Fixman
IGC 6
P.S. 41 Bronx

IT STARTED WITH AN ACCIDENT

Mrs. Pearl S. Gordon reports:

In addition to activities that result in personal achievement, intellectually gifted children need many opportunities that will enable them to contribute to the welfare of the community. An unfortunate incident in my fifth-grade class was an incentive which resulted in a beneficial project to our community.

We were informed one morning that Edward, one of our classmates, would be confined to the hospital for about two months because he had been injured in a serious automobile accident. Consequently, my children expressed a desire to send him "Get Well Cards".

Each child created his own card and inserted therein an original poem or letter. Two of the youngsters brought the cards to Edward's home to be delivered to him. What a deep feeling of satisfaction the class had when they received a letter from Edward telling them how much he had relished our cards, and that he had passed them around among all the children in his hospital room.

Even after Edward finally returned to school, the children in our class continued to send cards to the boys and girls in the hospital. My pupils gathered joke books, comics, highlights and countless other materials which a few children, accompanied by one of the parents, took to the hospital. The project mushroomed when the class felt that they would like to include the younger children at the hospital, too. Thereupon a few girls made puppets, and sewed and stuffed dolls. Some ingeniously designed cut-out dolls and clothes on oak-tag. Alphabet books with original verses for each letter were compiled. Little dictionaries attractively illustrated were also included.

How proud my children were when they received a letter from the Superintendent of the hospital to tell them what joy they had brought to the hospitalized children.

This project did much to develop in my children the ability to understand the feeling of others. They were placed in the position of others less fortunate than themselves and spontaneously felt a desire to give of themselves. They were able to see the effects of their actions upon themselves. They were able to see the effects of their actions upon themselves and upon others. They had gained insights into their own behavior. They grew in social maturity and in a feeling of belonging because they had worked for others.

Mrs. Pearl S. Gordon
Class 5-6
P.S. 173 Queens

OUR CLASS HELPS FIGHT LEUKEMIA

Valentines were the source of inspiration for our 4th Grade project. The children of the class decided to make and send valentines to their friends. After much discussion and analysis, they decided that since valentines were supposed to be an expression of thoughtfulness and interest in others, they would like to extend their "thoughts" to as many people as possible.

Their first step was the making of two mailboxes. Those valentines sent to children in the class were put into the "In Town" mail box; those sent to children in other classes were put into the "Out of Town" mail box. One cent postage was charged on "In Town" valentines and two cents on "Out of Town" valentines. The class treasurer handled the funds.

A class discussion took place to decide which children outside our school might most benefit from our expression of interest. Various community philanthropies involving children were discussed and analyzed.

Among the organizations considered were the community hospital, the Polio Foundation, the Diabetic Association and others. The children felt they wanted their funds to be used for further research in that area of science where research was still needed for the benefit of children.

During their consideration of each service organization, the children studied about the scientific progress that had been made in each area, how it had been accomplished, and by whom. Thus, they became familiar with the work of Jonas Salk, Edward Banting and other scientists. They were tremendously impressed with the values of each discovery and with its far-reaching effects. After many discussions and much research, they finally decided to donate the final sum of five dollars which they had collected, to the Leukemia Foundation for Children.

There were many outcomes. The valentines themselves became art projects, each embodying the aims of our art program. The financial aspects of the project provided many mathematics experiences.

A whole new field of scientific study was openedto the children as they learned of the recent contributions of many famous scientists. We felt thatthis experience served as an incentive to future scientific efforts by many members of the class.

But very significantly, and apart from these learnings, the children developed a sense of community responsibility, and along with it, a sensitivity to the needs and problems of others. They willingly shared ideas and materials for the sake of a humanitarian effort which might eventually make leukemia a curable disease.

Mrs. R. Dooreck
IGC 4
P.S. 114 Queens

WE WORK TO IMPROVE..

.. Our Home Community

WE WORK TO IMPROVE OUR HOME COMMUNITY

A SCHOOL CIVIC CLUB PROJECT

Our school Civics Club is engaged in a program to improve and beautify our community by cooperating with the Arverne Area Services, a city neighborhood improvement organization. Briefly this cooperation embraces three areas:

1. A Magic Garden Program
2. Providing books for a study center at the Arverne Area Services headquarters
3. Supplying community stores with posters on brotherhood and related themes

The teacher of one of our IGC classes is also the faculty advisor of our School Civics Club. Accordingly and inevitably, her class is providing major assistance to and cooperation with the Civics Club.

Specifically, the class assisted the School Civics Club at an Open School Week forum on improving the community. Children in this class have contributed their personal books for the study center, and they have made many posters for display in neighborhood stores. Some of our other IGC classes will prepare experimental plots in our "Magic Garden" as part of their science instruction.

Aaron N. Maloff
Principal, P.S. 42, Queens

CLEAN-UP CAMPAIGNS

A group of boys in Miss Stella A. Friedman's 6-1 class at P.S. 253 Brooklyn made posters entreating the members of the community to keep the streets clean. At specified times they walk in pairs with sandwich signs advertising the importance of clean streets. Whenever necessary, they remove papers from the sidewalks and in the play yard as well as in the area surrounding the school.

At P.S. 159 Brooklyn, Miss Marie Di Martino's fourth-grade pupils are also concerned with the attractiveness of the school and the community and with ways in which they might gain help from others in reaching this goal.

They viewed a film which focussed upon the difficulties of keeping our city clean; they discussed all the ways they could think of to attack the problem; they spoke to their schoolmates in the assembly, as well as to neighborhood businessmen and residents. They displayed posters in school and in shops and made slides showing practical ways in which the neighborhood might be improved.

HELPING CHILDREN JOIN YOUTH GROUPS

In the course of their unit, "How Can Children Help New York?" Miss Lucy Taddonio's 4-1 class at P.S. 122 Bronx interviewed a Youth Patrol Officer in charge of the P.A.L. concerning his job and the problems of youth in the community. Later, the children visited every fourth-grade class in the school for the purpose of collecting money for the P.A.L. and of distributing registration cards to the children who might be interested in joining the P.A.L.

Miss Marie Rentall's Class (5-1, P.S. 68 Queens) was also concerned with youth problems and with the importance of enlisting enrollments in the Boy Scouts and the Girl Scouts.

Says Miss Rentall:

"The purpose of our project was to acquaint the school and the community with these two fine organizations and to provide a glimpse of the wholesome activities engaged in by members of these organizations.

For their assembly presentation the children traced the history of scouting, and enunciated the Boy Scout's promise, laws and motto. The boys showed and explained the articles of woodcraft they had made, while the girls chose to tell about the merit badges for which they were working and to explain the requirements for each.

The Boy and Girl Scouts sang their scout songs and contributed their musical talents to the class orchestra.

The program ended with the presentation of a play based upon alertness, an important quality for both Boy and Girl Scouts. The entire class took part in this dramatic sketch.

The insignia of the Boy and Girl Scouts made by members of the class and used on the stage as scenery were later used to decorate the windows of the classroom and the hall bulletin board.

Present in the auditorium were five parents who were scout leaders, den mothers and committee chairmen. Four different troops were represented in this number. The Boy Scouts in our class are members of two different troops and the Girl Scouts are members of four different troops.

As a result of our presentation we have two candidates for the Girl Scouts from our own class and have heard of others in the school who are interested in joining. One boy in our class who had dropped out of the Boy Scouts plans to rejoin.

We hope we have made scouting come alive for the community.

CONSERVING OUR WATER SUPPLY

The city's water supply and the urgent need to conserve it was the special concern of Grade 4 in P.S. 110 Manhattan whose teacher, Miss Lois Sundack,describes a project in which children learned not only about the uses of water, the sources of supply and the problems connected with it, but also about the ways of conserving water for the benefit of all the people. After a discussion of the topic, "What Would Happen if We had No Water?", the children conducted a survey to determine the extent of water wastage. This was followed by a campaign directed toward their schoolmates and their parents as well as neighborhood householders and storekeepers urging them to give their attention to the more careful use of water. This was done by means of poems, jingles, slogans, posters, dramatizations, interviews and admonitions.

PREVENTING FIRES

A group of fourth-grade children in Mrs. Anna Bailowitz's class at P.S. 179 Queens were actively engaged in spreading information about fire prevention and in reporting instances of violations in the community.

KEEPING THE COMMUNITY SAFE

Mrs. Bailowitz also reports that another group of children in her class undertook to make the neighborhood aware of dangers resulting from jay-walking, from improper use and storage of toys, and from carelessness at home, in school and on the streets.

Says Mrs. Bailowitz: "At the end of the month each group presented a report on its activities and the ways in which each member of these committees functioned in the community for his particular service assignment."

WE HELP BRING TOGETHER MANY PEOPLES IN THE COMMUNITY

In an effort to serve their community better, my pupils brought the mothers of the class together, and encouraged them to embark with us on a project called "World Friendship Party."

The project was an outgrowth of our study of the United Nations. Its purpose was to familiarize ourselves and our community with the customs and foods of our U.N. friends. We felt that since our neighborhood was changing, we would, in this way, help to bring together the newly-arrived mothers in the neighborhood. Letters were written by the children telling the mothers about our project and asking them to join us. Most of them accepted, and so our project was launched.

The class decided to keep a record of the foreign foods they served by writing a cookbook called "Foods of All Nations." On the day of the party the children, wearing native costumes, came to school carrying their authentic native foods. The mothers of the class had shown great interest in the preparation of these foods. In order to procure the names and recipes of certain foreign foods, many mothers got in touch with markets, foreign fruit exchanges and export concerns.

The day of the World Friendship Party arrived. The mothers were as eager and excited as the children. They sampled the foods which they had helped prepare and which was served to them by the children. They enjoyed listening to the children sing and watching them dance. Some of them even joined in.

This was a wonderful opportunity for the mothers of our community to get to know one another, to taste new or different foods and to participate in the happy and gay spirit that prevailed in our classroom.

Miss Fannie P. Rosenberg
IGC 6-1
P.S. 161 Brooklyn

Mrs. Mildred A. Levey, teacher of IGC 4 at P.S. 202 Brooklyn describes a similar project which had as its objectives:

1. To improve human relations in school and in the community
2. To improve intergroup attitudes and understanding among racial, religious and ethnic groups
3. To promote brotherhood among racial groups

In addition to their food festival, the class constructed a revolving platform run by motors and batteries. A maypole signifying brotherhood was placed in the center of the platform. Dolls were made to represent each race or nationality, and each doll carried a streamer symbolizing the many ingredients of brotherhood: understanding, friendship, helpfulness, etc.

WE IMPROVE P.T.A. ATTENDANCE

The attendance at P.T.A. meetings at P.S. 190 Brooklyn was too small, according to a P.T.A. circular which emphasized the need for greater parent participation.

Miss Lillian Tenser's fifth-grade class was asked how they might help increase attendance at evening meetings.

They suggested and helped carry out the following activities which subsequently improved attendance and generated parent enthusiasm:

1. A debate on the question: Should Advertisements Continue to be Aimed at the Teen-Age Buying Market?
2. A Social Studies culminating activity consisting of two large exhibits: one, a New England village, and the other, a Southern plantation. The children explained the exhibits and acted out original skits to clarify life in the Northern and Southern States.
3. School Science Fair: The exhibits were explained and questions were answered by the children.
4. Panel Discussion relating to home and school problems.

WE HELP "GET THE VOTE"

The juxtaposition of Election Day with our own class elections precipitated a discussion about voting. The children were surprised to learn that voting was not a right granted to all people in the world, and were more amazed to discover that many people who could vote, did not take advantage of this privilege. They expressed a desire to do something about the laxity of some adults. Thus was launched Project - Vote!

The class realized that it was necessary for them to acquaint themselves with certain facts about Election Day. To help gather such information, we contacted the League of Women Voters who sent us a speaker for our fourth-grade class. The children became acquainted with the various officers running for election. They decided not to support candidates, but to remind the grown-ups in their community to vote.

Their project consisted of cooperatively creating an original and attractive flyer. It said:

> Wee Folks Can't Vote - YOU CAN
>
> Choose the people who make the laws for you and your family.
>
> Remember - Election Day
>
> Young Citizens
> Class 4-4
> P.S. 187 Queens

To gain further publicity for our campaign, some children called the local newspaper which printed an article about our project. Permission was given by parents for children to go by two's and three's to distribute the flyers and to speak to prospective voters.

Many wonderful attitudes and skills were developed during our exciting campaign.

The children realized that proper planning was necessary for carrying out an activity. They felt that being good citizens meant active participation even at an early age. Our Junior Citizens approached the adults courteously and respectfully, and urged them to vote. People were impressed with the information the children had gathered.

The pupils were involved with one of the most vital forces of democracy - the ability of individuals to select their own leaders. Perhaps the deep and dramatic effect of this activity will create in these young people a socially-conscious adult citizenry.

Mrs. Rosalyn Milians
Class 4-4
P.S. 187 Queens

IN RESPONSE TO - - - - -

(In which our readers answer questions and help solve problems)

The Committee for "Guiding the Gifted" is gratified by the response to these questions. The suggestions were excellent but too numerous for all to be included in this issue.

QUESTION 1.

What can the teacher do about the child who performs well in class, shows industry, initiative, and perception in most areas and yet does not live up to true high grade capabilities in scientific testing?

--Miss V. Fastenberg
P.S. 206 Queens

Miss E. Carren, P.S. 61, Manhattan, asserts that the teacher should create an atmosphere in which such a child can continue to function on a high level of performance.

Miss Carren continues:

In addition, she should make every effort to acquaint the child with testing procedures. Exercises in "how to take a test" should be provided to enable the child to familiarize himself with the techniques of taking a test and thereby eliminate the possibility of "freezing up" in a test situation. Furthermore, since, in many school situations, class placement depends solely upon the results of scientific tests, I feel that the parents should be informed and given an understanding of the child's total school picture. It should be explained that although the child performs well in all areas, he does not test well.

Mrs. Beatrice Hudes, P.S. 173 Queens, gives her opinions as follows:

In the Introduction to Testing and The Use of Test Results in Public Schools, the authors, Traxler, Jacobs, Selover and Townsend, advance these thoughts: "Test results are influenced significantly by such factors as motivation, physical condition and emotional tone, which are very often inadequately controlled in the test situation. We do not seem to have adequate statistical techniques for describing test performance in terms of individual maturation." Again, "The attitude with which the test is approached may have considerably more effect on the reliability of the results than do heating, ventilation or other outside factors."

What is the teacher's role in handling such a child? She may interview parents and stress the child's fine work. She may or may not be successful in persuading them to release the pressure on the child so that he may be more relaxed. At a later time another parent interview might be arranged to discuss their ambitions for the child and the possibility of fulfillment of these ambitions in relation to his I.Q.

The child too must be guided. The teacher discusses tests with the child to make him realize his true worth. She must try to break down the blank wall and give him a mind set for taking all printed tests. She should try to explain his previous successes and failures.

The teacher may administer several scientific tests during the term to set the stage. She must not appear over-anxious about these tests. She must be trained in giving the tests so that the test results will be scientific.

Above all, tests and their results are not to be regarded in isolation but rather as guides to the complete picture of each child. Their validity depends upon equality of opportunity and motivation, a reasonably normal environment and an equal opportunity to learn the kind of things involved in the test items." (Pathways in Child Guidance, Vol.V, No. 1, December 1962)

Miss Rhoda S. Dody, P.S. 18 Queens, makes the following points:

If a bright child does poorly in scientific testing, and examination has shown he is physically fit, it is usually his lack of understanding as to how to take a test that causes the trouble. A child who shows initiative, imagination and creativity might not take a testing situation as seriously as is necessary, and might not concentrate completely on the work at hand. If the teacher is aware of this situation, practice in taking tests seems to be in order for this child. Daily quizzes where information is pin-pointed, weekly essay-type tests where specific information must be included, and a constant pressure for excellence in these tests, rather than mediocrity, might well be worth trying in order to help this child succeed.

Miss I. Spier, P.S. 221 Brooklyn, says:

1. The teacher should try to instill in this child a strong feeling of confidence in his or her own capabilities. This can only be achieved through patience, kindness, and individual attention.
2. As this child's initiative and self-reliance develop, he or she should be familiarized with a variety of testing material using the multiple-choice, completion, matching, true or false, and the essay type of answers.

3. This child should be given a definite time to complete his or her test so that the pupil may allot sufficient time to answering the difficult questions.

4. When the pupil learns to gauge his answers in accordance with the importance of the questions within the specified time allotted for the examination, he will become "test wise" and achieve results commensurate with his capabilities.

5. It would be beneficial to this type of pupil to time his homework assignments, reading, and research work in the social studies. The pupil must learn to find essential information and not waste time on trivial data.

Miss Etta Taylor, P.S.132 Brooklyn, remarks:

1. It is difficult to offer concrete answers as to why such a child does not test well, because there are a complexity of factors which may be involved. However, it could be that the child is over-anxious to maintain a certain level of performance. Hence, his anxieties are preventing him from functioning as well as he would under less-pressured conditions.

   If this is the case, the teacher can discuss the role of tests with the child, attempting to impress upon him that the tests are used actually to help him; through these tests, the teacher can see what he doesn't know and therefore be better able to assist him with his difficulties. In sum, emphasize the positive aspects of the test (s). Discuss the importance of trying to perform to the best of his ability.

   Another suggestion is to give the child, at various time intervals, sample tests which may assist him in becoming accustomed to taking tests. Weekly periodicals for classroom usage are exceptionally good for this purpose.

2. Some children perform poorly on tests not because of incapability, but because of deliberateness of speed. Some children are so intent on being meticulous or in mastering completely every aspect of the test that they cannot complete the test items, even though the items completed may be correct. Therefore, their total scoring is quite low.

   Supply such a child with easy material first and time him. This exercise will attempt to have him speed up his performance, as well as get him out of the habit of performing slowly. There are various exercises in books on reading improvement, to name one area, which are designed to increase speed, as well as accuracy.

QUESTION 2

To what extent can a teacher develop the child's creativity in the area of music when the teacher herself has no special ability?

-- Miss Anne K. Patrick
P.S. 97 Bronx

Miss Anna Maria Dell 'Aria, P.S. 236 Brooklyn, gives several fine suggestions:

Though musically untalented herself, the IGC teacher must not neglect to develop the child's creativity in the area of music. I feel it is the rare IGC teacher who is entirely devoid of some musical sense so it can be assumed that all such teachers have at least a sense of rhythm, pitch and the ability to learn to play one of the simpler wind instruments as the tonette or recorder. Recorder books are so written that they are practically a "do-it-yourself" project.

In addition, since one of the requisites of the IGC teacher is that she have a broad cultural background, she would, of course, be familiar with the type of music with which to surround her pupils. A major part of her music program, then, would be devoted to listening to such music and to follow through with such activities as might normally stem from it, i.e., learning about some of the composers, possibly concentrating on the music of one composer for a while, etc.

Last year, when we were unsuccessful in getting tickets to the "Sound of Music," I accompanied the children of my class to the Broadway production of "Brigadoon." This year we will attend the Hunter College production of "Ruddigore." Of course, other less expensive musical programs suitable for children are very often presented in New York.

Last year, also, after having attended the series of five lecture-concerts at the Brooklyn Museum, the children made their own musical instruments, and though they were mostly of the percussion and plucking type, they were not only most ingenious as to sound and construction, but beautiful to look at as well. With part of the class "playing" their home-made instruments, part playing the recorder and some singing and/or playing, an assembly program based on the simple recorder melodies was prepared and presented to the fifth and sixth grades.

It is quite possible that some pupils might want to go so far as composing original melodies. In such a case, I, as a musically untalented teacher, would seek the aid of one of the music teachers in our school, (or the music supervisors if there were no music specialist on our staff) for guidance in this phase of the program. Under no circumstance should the teacher stifle the urge to create in this area any more than she would in the area of language arts or social studies.

Mrs. Stella A. Friedman, P.S. 253 Brooklyn, suggests:

To some extent a teacher can develop a child's creativity in the area of music when the teacher herself has no special ability.

1. The teacher can inspire love for music through good recordings that appeal to children: "Sorcerer's Apprentice", "Peter and the Wolf."

2. She can guide discussion about and reference to certain musical phrases, humming of phrases, dramatizing certain parts, etc.

   The teacher can inspire creativity through the study of different types of paintings (museum prints). From such works as "View of Toledo" by el Greco, "The Dancers" by Degas, "Harvesters" by Bruegel and "Chinatown" by Don Kingman, it is possible to establish the feelings of mood and rhythm.

3. The teacher can inspire creative music through poetry. Use as an example:

    a. "Trees" - the poem, the music set to it
    b. "Drink to Me Only with Thine Eyes"
    c. "Who is Sylvia?"

    The use of lyric poetry for creative music: "I Wandered Lonely As a Cloud," "When I was One and Twenty," "Sea Fever."

    The use of original poetry for creative music.

Miss Florence M. Brandt, P.S. 44 Brooklyn, objects to the use of the word, "creativity."

Creativity is a vague, extravagantly used word in this context. Very few individuals are truly musically creative. In the area of appreciating and performing musical forms, no special ability is required of a teacher or pupil. We have an abundance of sources: records, television and radio, concerts, opera, musical theatre, and many fine collections of school-music, any or all of which the teacher may use to foster musical growth.

Gerald Heineman, P.S. 190 Manhattan, says:

Music is instinctive in all people. Fear of ridicule many times prevents a child from expressing himself.

Rhythm bands are excellent activities to encourage performance. Let children improvise to records and radio.

Songs can be sung with records.

Talented parents may be invited to perform.

Children who are learning to play musical instruments should be encouraged to share their accomplishments.

Teachers can arrange with another teacher, musically more able, to have joint music lessons.

Trips to children's concerts can be arranged such as that presented by the "Merry-Go-Rounders."

Suggest musical events that children may attend with parents.

Arrange to witness television programs on music scheduled during the school day.

Develop a unit on "Story of Music." Kinscella Music Readers are enjoyable books easily read and understood.

Make musical instruments in a crafts lesson.

Develop music appreciation lessons.

Miss Fay Zierler of P.S. 61 Manhattan presents her opinions:

As a classroom teacher who has no knowledge of musical techniques and who was referred to as a "listener" as a child in school, I feel that all teachers can provide many different kinds of musical experiences for children.

Music is a universal language which can be understood and felt by all; therefore, our children are entitled to a school program which includes music. Singing, listening, moving, playing and creating are part of a good music program. Tape recordings, records, and instruments, both pupil-made and manufactured, can aid a teacher in carrying out her program.

In conclusion, although a music background may be an asset, a teacher without a knowledge of musical techniques can and should carry out a music program. Willingness and creative thinking on her part will stimulate a child's creativity in the area of music and aid in his development as an individual.

Miss Martha Kiaschek, P.S. 251 Brooklyn has several interesting ideas:

A teacher need not herself be gifted musically to encourage the development of musical expression in her class. She must, however, have an appreciation of good music and be alert to the variety of experiences which will make her children aware of the musical world and will stimulate them to participate actively themselves. There must be ample opportunity for all kinds of musical experiences - listening, singing, playing and even composing.

LISTENING: The school record library can be utilized to advantage during music appreciation lessons in class and in the assembly. The class should be alerted to fine music that is broadcast over television and radio- Bell Telephone Hours, Leonard Bernstein and the Philharmonic, Opera, etc. Our 5th and 6th year classes have the opportunity to attend free concerts during school time. It is important to remember that teacher preparation and proper motivation is necessary as in any other kind of lesson. Discussions before and after will enable pupils to listen intelligently and to enjoy a more meaningful experience.

SINGING: Children generally love to sing and there should be frequent opportunity to do so. Introduce children to all kinds of songs, seasonal, holiday, patriotic, songs of America, songs of far-away lands and "fun songs," rounds and songs with catchy recurring patterns. What better way is there to start the day than with a song to set the cheerful tone for the day! Relieve tension and concentrated effort between activities with a melody or conclude the day with a song that will send them home with a light, happy feeling. If the teacher lacks a good singing voice herself, she may have the children sing the familiar assembly songs, or introduce new ones through a record, or with the piano or any other instrument played by a gifted child. She may even utilize the good singers in class who will be only too delighted to lead the singing. Even the monotones, if they are scattered among the good singers, will gain confidence and enjoy this experience. On the other hand, a class glee club, composed only of the good singers, will provide pleasure to the listeners, as well as a sense of accomplishment in the participants.

PLAYING: The flutophone and recorder, which have been introduced into the grades with great success, afford an opportunity to children to read music and to produce beautiful melodies. This experience has been further enriched through the accompaniment of melody instruments such as bells, triangles, cymbals, xylophones,etc. Children learn to play two and even three-part songs and descants that make for an even greater appreciation of music.

The teacher who is interested in developing an interest in music in her children will not regard music as an isolated area in the curriculum, but will find opportunities to integrate it with other subjects. A worthwhile project may be "Composer of the Month" where the class makes a study of the great masters and their music. A 4th year class gave a most colorful musical program, with costumes, on "Music Round the World," wherein they showed how the spirit of a country and its people were reflected in its music and dances. Music and Art lend themselves to interesting correlation. Children may make rhythmic patterns and designs in paint or crayon, while listening to a musical selection, or they may listen first to the melody and then express in design the mood and feelings evoked by the music. Perhaps the closest correlation with music are bodily rhythms and interpretations. During several music appreciation periods in the assembly, the following records were introduced: Debussy's, "Golliwogg Cake Walk," Schumann's, "The Wild Horsemen," Thomas', "Andantino." After the usual discussion of the mood, recurring patterns, instruments heard, etc., volunteers came upon the stage to give their interpretations with bodily movements. The completely uninhibited reactions and the perfect timing made for a most delightful experience both for the audience and the children who participated.

COMPOSING: Children enjoy writing original lyrics to familiar songs to suit a special occasion. In my 4th year class the children play beautiful melodies on the recorder and often if the selection has no words they will fit a rhyme that will suit the mood. Once children have learned to play notes, they will be eager to compose simple songs of 1 or 2 lines and fit the notes on to the staff.

Mrs. Helen Horowitz, 5-1, P.S. 122 Bronx, offers an example of what has been done in enriching the music program for her class:

Class 5-1 of P.S. 122 became vitally interested in Lincoln Center for the Performing Arts when one of the students brought in a copy of the Magazine Section of the New York Times, dated September 23, 1962. An exciting discussion of New York as a leader in finance, industry, communications, and the arts ensued. Lincoln Center took on a personal meaning for all of us. We avidly welcomed Leonard Bernstein and the New York Philharmonic Orchestra into our homes on television.

As a result of this program, we decided to have a class orchestra. Since we found the xylophone, triangle, drum, tambourine, wood blocks, and cymbals readily available we decided to use these instruments to supplement a recorded musical selection. Several music appreciation periods were spent listening to the "Minuet in G," "Le Secret," the "Gavotte from Mignon," and "Amaryllis" before we decided upon "Amaryllis." The childre and I had many rhythmic activities sounding out the various instruments. Soon we "got the swing" of the piece and through experimentation decided where each instrument best fitted. This musical experience was culminated with the actual assigning of particular instruments to certain portions of the music. This is just one way of enriching the music curriculum even though the teacher has no "special musical ability."

Mrs. Lillian R. Dobkin, I.G. 4-1, P.S. 236 Brooklyn, sets forth a detailed music program, utilizing all areas of the curriculum:

It is generally conceded that a teacher who has a musical background and training, has a decided advantage in the area of music. It does not necessarily follow that a teacher with no such background and training cannot develop children's creativity in the area of music and do a commendable job. Creativity is inside the children. The teacher does not have to teach them nor does she have to show them how to be creative. What is important is that she encourage and guide the children. If the teacher will show interest and enthusiasm, this will lead to creative activity by the children. A teacher does not have to be a trained musician to bring out creativity in children. The teacher should be well-informed, enthusiastic and self-confident. She should maintain an enthusiastic environment, offer a wide range of experiences and utilize the children's interest as a means of motivation. The teacher can do the following things to help herself:

1. Build a repertoire of good songs to interpret to children, either by voice or recordings, or with the help of a melody instrument.
2. Find something to do well such as interpreting music through singing, listening, playing instruments or moving to music.
3. Play rhythm or tonal instruments.
4. Read the words of a poem to a song.
5. Study the individual child to discover the capabilities of each invarious music activities.
6. Take in-service or college courses in music appreciation and the teaching of instrumental music such as the tonette, the recorder and the autoharp.

Some recommended activities for creativity in music are as follows:

1. The teacher may attend plays and concerts with the children such as those that are offered by the Brooklyn Museum.
2. She may recommend concerts, musicals and operettas for children such as those offered by Brooklyn College and other colleges.
3. Encourage children to listen to and view appropriate radio and TV programs by famous artists, e.g. Leonard Bernstein on "Bach".
4. Have a music corner in the classroom. There may be pitch-producing materials of wood, metal, glass and stone with which children may experiment. Pictures of musicians and musical instruments and appropriate books, articles and new clippings about music may be centered here.
5. Encourage pupils to sing, experiment and play various simple instruments.
6. Have children participate in rhythms and create rhythmic responses.
7. Invite children who take private music lessons to play for the class upon occasion. This may inspire other children to take music lessons.
8. Children who take dancing lessons may perform for the class.
9. Have children listen to recordings in the classroom, make their own selection of the instruments and rhythmic playing responses to the musical form and mood.
10. Music can be related to other school activities and enrich the whole curriculum.
    a. Social Studies
        1. Develop a better appreciation of composers and musicians

and how they enriched the culture of their country.

2. Develop a feeling for the spirit of the people of a country through its national and patriotic music.
3. Develop a keener insight into the religious feeling of people through their sacred songs.

b. Language Arts

1. Develop a better appreciation by means of creative writing set to musical backgrounds.
2. Have poems set to music culminating in art songs.
3. Tell folk stories related to music.

c. Science

1. Develop an awareness of the relationship between music and sound in the environment.
2. Develop an interest in how sounds are produced, what determines pitch.

d. Art

1. Original illustrations of stories in music.
2. Design, construction and decoration of musical instruments.

e. Mathematics

1. Number notations of melodies, melodic scales, building chords, time signatures, note and rest values.

Music is basically a social art. It provides an excellent means for stimulating group participation and cooperation in the singing of songs, the dancing of folk dances, singing games and playing instruments together. It also provides necessary relaxation at intervals through the day.

In conclusion, no teacher today need feel a sense of frustration or inadequacy in the area of music. The experiences as outlined above can be a source of great satisfaction and enjoyment for both the teacher and the children.

Mrs. Regina Sayres, P.S. 41 Manhattan, suggests music appreciation and enjoyment as important prerequisites to creativity:

What better way can we develop the child's creativity in music than to present to him the very best works of the great composers? Appreciation and enjoyment of music must come "first" before the child will create music. And the story of an opera is a wonderful way to captivate and hold your audience, especially when that opera has history, fantasy and beautiful music with catchy tunes and rhythms.

I played several themes from "The Magic Flute" by Mozart. I also read some of the lyrics from the book, "The Magic Flute with Musical Themes" adapted and illustrated by John Updike and Warren Chappell - Publisher Alfred A. Knopf. This book is delightful reading with beautiful illustrations which elicited many questions from the children.

In order to answer their questions, it was necessary for me to go into the history and background of Mozart's times. I compared Mozart's technique of political satire with a recent recording called "The First Family." This analogy added greatly to their interest in the opera. For Mozart to criticize his Queen, Maria Theresa of Austria, it was necessary for him to change the time and place of his plot to ancient Egypt where the Queen of the Night was the ruler.

The book has excellent illustrations and some of the songs and lyrics of the opera are included in the story. After listening to the recording of the more popular themes a second time, one of the girls played a few of the melodies on the piano. The book has been read by most of the class and those who have pianos at home practice the melodies.

We have the paper back edition of "Milton Cross' Stories of the Great Operas." This book is helpful in giving us a resume of the operas to which we listen.

The operas by Gilbert and Sullivan are also loved by boys and girls. The familiar tunes and rhythms help inspire original melodies. The study of a poem or a painting can be used as the motivation for creativity in music. At present we are working on a song for "The Phantom Tollbooth," a book that has fascinated the whole class.

Miss N. Riederman, class 6-3, P.S. 115 Queens, has found an interesting way of teaching classical music:

Music is an area in the curriculum which can be used in an interesting manner. Children seem to think of classical music as dull, and rarely can sit quietly through a selection.

I have found ways in which classical music can be made interesting. At the same time we can combine music, art and expressional writing.

I selected Franz Schubert's "8th Symphony in B Minor." We spoke about Schubert and his life. I asked the class to listen and see whether his music reflected any of his emotions in life. Too, we were to think of all the descriptive words to describe this music.

We listed the words on the blackboard, such as profound, enchanting, suspense, vibrant, melancholy, fantastic, warlike, etc. Using these words we wrote poems while the music was playing. We wrote about how the music made us feel. The class poem we wrote for choral speaking was "Franz Schubert" (See A below)

The class wrote individual poems, and read them to the music as a background. These were taped, and we evaluated each one. (See B below)

We also took the main theme of the "8th Symphony" and made up words to sing to it. (See C below)

I asked the class to listen to a few minutes of the music, and to visualize movement, (fast or slow), and color to represent emotions. Each boy and girl had a sheet of drawing paper and pastels to work with. I played the record and the children worked steadily with enthusiasm as they exchanged the colors as the music progressed. Reds and oranges were used when the music was fast or loud. Yellows, blues and green were used when the music slowed down, or became softer. When the paper was covered each child took a black crayon or pastel and made zig-zag lines over the color to show more of the movement in the music.

The children also drew characters in pastels represented by music. Characters varied from pretty girls, children, and dogs for soft, calm music, to ugly looking characters for loud, fast music.

As we have seen, art, music and writing experiences can be integrated and almost every child can learn to appreciate classical music.

The class used the art and poetry for an assembly music appreciation period using "The 8th Symphony in B Minor". The children in the audience came up on the stage, and, with an easel in front of them, did what we did in class and demonstrated this to the assembly.

The lessons I presented can be of great assistance to the teacher who has no special ability in the area of music. The child's creativity most certainly can be developed in this way.

A
Franz Schubert

Franz Schubert's music is so soothing,
Many of his words so very moving.
The calm and weird sounds are sorrowfully profound,
Much of his tragic, poor life in his music is unwound.
Though he did not live very long,
His words include over 600 songs.
His music is mysteriously enchanting,
It took many hours of revamping,
Surprising suspense attracts many an ear,
People come back to listen for many a year.
The music is sometimes fierce and then calm,
When the music is calm it sounds like the reading
of a psalm.
Schubert's music will never grow old,
Just by listening we never have to be told.

B
The Unfinished Symphony

As I listen to the music I feel myself a deer,
Dancing and playing in the forest green without
ever a fear.
But evil comes in form of man and gun,
And fear blacks out the beauty of earth and sun.
The music louder and louder as does my heart,
But the lord is kind and hunter and gun depart.
And so back I go to the home I love,
Having a heart as light as a dove.

Carol Dombeck

C
War Has Come

War has come, war, war
To claim us, to claim us
Hate and war, are together.

I sent my son into battle one day
and he fought gallantly,
Until he dropped in death.
Hate and war, together always
Where's my son where is he?
And battle came,
As I lie wounded, I think
"Where shall I go now,
Where, where, where,
Where shall I go,"
War will come and go
But not my life,
It will just go.
Hate and war, when will you die
As my son
Where will it end
And funerals shall come
And we shall have war,
War, war, war.

Craig Oren

C

The 8th Symphony

This is the 8th Symphony
A symphony that Schubert wrote
He wrote so many things
That we always enjoy hearing
So listen; and you will all agree
That symphony in B Minor
Is such a fantastic piece
It fills the hearts of all the people
Composer Franz Schubert

QUESTION 3

What is your feeling regarding the inclusion of a detailed and developmental project such as the unit on Japan on page 53 of Guiding the Gifted, May 1962.

Many teachers approved.

Miss Etta Taylor, P.S. 132 Brooklyn, remarks:

The inclusion of a detailed and developmental project such as "Japan" in the current issue of the booklet, is an excellent idea. It offers a variety of ideas for teachers, for it encompasses most of the curriculum areas. It also affords teachers the opportunity to view the many avenues of creativity which lead from one single idea.

Mrs. M. Jacubovics, P.S. 63 Queens, comments:

The inclusion of the project on Japan is a good example of an enrichment experience. Therefore its presence in this bulletin is an excellent enrichment activity, since it goes beyond the regular Social Studies curriculum.

Most important perhaps is the cultural phase of this unit. Children develop an awareness of the existence of depth in the lives of other people. The teacher has included Japanese music, myths and legends, arts, and poetry which at no other time in the school program could have been so thoroughly studied.

The value of this project is twofold:

1. It is an excellent model around which a study could be made of another culture; e.g. Greeks, Egyptians, Romans.

2. It encourages in the gifted a sense of appreciation of things beautiful in the world about us.

Miss Elaine Zeichner, P.S. 214 Queens, writes:

I find the inclusion of such detailed units of study worthwhile and very helpful. My search for the name of the Japanese coal miner's dance is over. Thank you for including it.

Mrs. Jeanne Levie, P.S. 87 Manhattan, writes:

1. It is an excellent opportunity to share with others the work one teacher has found to be successful.
2. It demonstrates a way of developing and enriching a unit.
3. It may prove to be a point of departure from which the gifted teacher can develop and enrich the program in her own way.

Some teachers disapproved.

Miss I.M. McGrath of P.S. 183 Manhattan, says:

In my opinion, a detailed project such as this fits the needs of only the children for whom it was intended. Each teacher must develop her own project to suit the interests and abilities of her particular class. To do this the teacher already has available to her through existing bulletins and reference books sufficient material upon which to draw.

In addition, I question the practicality of developing such a time-consuming project. How did the teacher have enough time to devote to other social studies topics? If such projects are presented in the future, please indicate grade level and duration.

Miss Aurora McDonald, P.S. 77 Bronx, asserts:

I searched and scanned this report for the grade. I could not find any indication. My first thought was that the detailed unit of Japan was a very thorough one - and rather sophisticated - and that it would have more purpose in a junior or senior high school. In order to cover the unit, I feel, a six-month study would be required. The activities covered were quite adult - for example - "hokkus," slidecraft.

I am sorry to say the unit impressed me as being over-ambitious - more teacher selection dominated.

As an after thought, the art might be attempted by the art group. Japanese art is very fascinating.

Some were doubtful.

Philip Lewis, P.S. 133 Queens, expresses his opinion:

My reaction is that the content and scope of the project were enriching and stimulating to the pupils. My only doubt is to the amount of time such a project requires, along with the need for many resource materials from the community.

If all of the learnings and experiences achieved by the children in this project didn't involve a disproportionate amount of time which penalized some of the basic and tool learning experiences such as reading, spelling, mathematics, etc., then I feel the project is an excellent one. Too often a project which becomes too intensive in detail as well as too extensive in scope deprives pupils of the basic learning experiences that must be a part of every school day.

Miss Catherine Pabst of P.S. 94 Queens would prefer detailed sharing in other areas:

> I would prefer a detailed sharing of teacher know-how and experience in finding creative children, detecting their latent talents, encouraging their early creative efforts and helping them develop ability, skill, and originality in creative writing, music, art, or dance. I would be interested, too, in learning of the success teachers have had in having really talented children's performance stimulate and release the creative urges of the less talented.

IS THIS YOUR PROBLEM, TOO?

We hope that the teachers of intellectually gifted children will use this section of Guiding the Gifted to ask questions or pose problems in order to find answers, solutions or suggestions from their colleagues in subsequent issues.

Mrs. Darcey Schoenberg, P.S. 133 Queens, wants to know:

Can you suggest a good social studies text book for 5th grade geared to the ability of intellectually gifted children?

Mrs. Geraldine Wilson, P.S. 90 Queens, asks:

What can the teacher do about the child who tests well, thereby meeting qualifications for admission to a class for gifted children, and yet does not show drive, original thinking, inventiveness and creativity?

Mrs. Gertrude DeSivo, P.S. 183 Manhattan, asks many interesting questions which require answers:

Our drive for enrichment raises a few questions that have troubled me for years, and more so lately. Are we spreading ourselves too thin in our efforts to enrich? Are we taxing our school day to include scopes of instruction that are at the expense of the basic skills, which we must provide, especially for the gifted child? Are we developing in our dedicated teachers a frustration and tension which in the long run can only undermine the very goals we desire? Are we being unrealistic when every area becomes a major area, demanding more time than the school day actually has? Must we in our desire to give our children a firm foundation in basic skills, including good study habits and attitudes (which are of prime importance in secondary and higher education), attempt (or pretend) to develop artists, musicians, composers, scientists, poets, authors, mathematicians, and now even Tarzans and Amazons?

FOR OUR NEXT ISSUE

Experimentation in a Program for Intellectually Gifted Children

In our program for intellectually gifted children we have an exceedingly large number of creative teachers as well as creative children.

Many of you have experimented with different methodology, techniques, and materials. If you are one of this group, would you give this some thought for our next issue when we shall be asking you to share with others your interesting experiences.

HAVE YOU READ?

Curriculum Planning for the Gifted
edited by Louis A. Fliegler
Prentice Hall - 1961

This book might serve as a resource compendium for the teacher of the gifted on what has been done, can be done, or, perhaps, should be done about adapting curricula to meet the needs of the gifted pupil. The contributors come from various parts of the country and the book, therefore, provides more than a local view of the education for the gifted. The emphasis is on content (subject matter and skills) and provides many valuable guide lines for adapting curriculum, under specific curriculum area readings. Inclusion of considerable modern research data and techniques also provides valuable insights into more effective ways of gearing instruction to our gifted children.

Your Gifted Child
Florence N. Brumbaugh and Bernard Roshco
Holt, Rinehart and Winston - 1959

This is a book designed to be read by parents. The book is mainly concerned with the role played by the parents of a gifted child. Since the education of a child begins before he enters school, the authors deal with the problem of discovering and understanding giftedness in the pre-school child. Once the child has been identified the authors proceed to eliminate the misconceptions and stereotypes so often attributed to the above-average youngster.

Creativity of Gifted and Talented Children
Paul Witty and James Conant and Ruth Strang
Bureau of Publication, Teachers College, Columbia University - 1959

Many creative pupils go unrecognized. Some are considered eccentric. Ruth Strang gives characteristics of the creative person and enumerates ways for developing this talent.

Miss Frances Reilly
4-2
P.S. 208 Brooklyn

The Gifted Child in the Elementary School
James J. Gallagher
National Education Association (Pamphlet $.25)

I found this pamphlet of value because it is a concise, readable summary of current research on "Intellectually Gifted Children" in elementary schools.

Mrs. Jessie Bolton
5-1
P.S. 177 Brooklyn

Encouraging the Excellent
Elizabeth Paschal
The Fund for the Advancement of Education
The Ford Foundation

Although the stress in this book is concerned with the gifted student's progress in Junior Hill School and College, it interested me because it explains the need to improve educational opportunities for "the gifted" in all levels of the school system. New curricula are needed, at every level, to prevent wasteful repetition, over-lapping and duplication of instruction and materials. Educators haven't taken advantage of the new knowledge discovered in many fields and this is reflected in materials presented to the children and students.

Creativity and Intelligence: Explorations with Gifted Students
Jacob W. Getzels and Philip W. Jackson
John Wiley & Sons, Inc., 1962

The authors of Creativity and Intelligence are two prominent professors of psychology at the University of Chicago who are noted for their research on the use of questionnaires in the study of attitude structure and socialization.

After proving that intellectual giftedness can be differentiated, the authors seek to differentiate other types of giftedness in children. They delve into such areas as parental satisfaction and dissatisfaction with the gifted child and his school, reading interests and the perceptual and social conceptions of gifted and creative students.

The use of psychological measurements in several chapters makes for heavy reading to the reader who is not fully adept in their use. The authors also use adolescents in their control groups and this might serve to discourage elementary level teachers.

The value of this book to the elementary teacher lies in the first chapter which serves as a brief review of modern research with the gifted, the fifth chapter which contains invaluable clinical case studies, and the appendix which contains a tremendous one-hundred page description of instruments used in research with the gifted and the creative.

Irwin P. Fields
I.G.C.
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